

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

Monday, 13th July, 2020

7.00 pm

This meeting is being held virtually. To view the meeting live (or replay) please visit:

<https://youtu.be/pLpwkSTgIOI>

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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

Please connect to the live-link: <https://youtu.be/pLpwkSTgIOI>

- 1 Apologies for Absence**
- 2 Declarations of Interest**
- 3 Urgent Items / Order of Business**
- 4 Covid 19 - Service Update (19.05)** (Pages 1 - 10)
- 5 Impact of Covid 19 on Educational Attainment and Educational Inequalities (19.15)** (Pages 11 - 34)
- 6 Childcare Sufficiency Assessment (20.30)** (Pages 35 - 52)

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| 7 | Outcome of school exclusions - Update (21.00) | (Pages 53 - 54) |
| 8 | Children and Young People Scrutiny Commission -
2020/21 Work Programme (21.15) | (Pages 55 - 68) |
| 9 | Minutes of the Previous Meeting | (Pages 69 - 142) |
| 10 | Any Other Business | |

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Further Information about the Commission

If you would like any more information about the Scrutiny Commission, including the membership details, meeting dates and previous reviews, please visit the website or use this QR Code (accessible via phone or tablet 'app')
<http://www.hackney.gov.uk/individual-scrutiny-commissions-children-and-young-people.htm>



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Providing oral commentary during a meeting is not permitted.



Children and Young People Scrutiny Commission 13th July 2020 Item 4 - Covid 19 Service Update	Item No 4
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Outline

The Commission is continuing to monitor the impact of COVID 19 upon children and young people across Hackney. The Commission has been receiving regular updates from local services (Children & Families and Hackney Learning Trust) to help maintain oversight of the response to Covid 19 and subsequent service recovery plans.

Briefings for July 2020 are attached.

- Sarah Wright, Director of Children & Families Service
- Annie Gammon, Director of Education and Head of Hackney Learning Trust

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Children and Families Service
Update for Scrutiny - 13th July 2020
Update on key performance trends following Covid-19

Introduction

The Children and Families Service has continued to provide critical services to children and families during the Covid-19 situation. This paper provides an update on some of the key trends that have been seen in respect of service demand and activity and advises on ways in which practice approaches and services delivery have been adapted over time in response to the Covid-19 situation.

A strategic workstream on *Adapting Support and Services for Children and Young People* chaired by the Group Director, Children, Adults and Community Health, has now been established to plan further phases of work and to ensure that a strategic and coordinated approach is taken to planning the second phase of our response to the impact of Covid-19. This workstream will be focusing on three key areas: keeping children and young people safe; supporting children and young people through the impact of Covid-19 and setting children and young people up for the future.

Key trends from 23rd March 2020 onwards

- *Decrease in Referrals (including Child Protection Referrals)*

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 an average of 54 referrals per week in the months of April and May, and the first half of June. These weekly averages are 41% lower than the normal weekly average of 92 referrals prior to lockdown (based on April 2019 - February 2020 data).

The service started an average of 13 Section 47 (Child Protection) enquiries per week during the months of April and May, and the first half of June, which is 55% lower than the weekly average of 29 Section 47 enquiries started prior to lockdown (based on April 2019 - February 2020 data).

Other key trends

As at 19th June 2020, there were 284 children on a Child Protection Plan - this is an increase compared to the number just prior to the lockdown in response to Covid-19 when there were 258 children on Child Protection Plans (in the first week of March 2020). The rise in numbers is due to a reduction in the number of children ceasing to be subject to Child Protection Plans rather than an increase in the numbers becoming subject to Plans, as is indicative of the challenges that the recent restrictions have presented in undertaking effective work with families to help them to reduce the level of risk to their children.

The difficulties in progressing planned work with families in the current situation are also impacting on the numbers of children remaining open on Child in Need plans and we have seen an increasing in the number of children that are subject to court proceedings due to the challenges of progressing and concluding proceedings, particularly where these are contested or where specialist assessments that can only be undertaken through direct contact with families are required.

As at 30th June 2020, there were 440 looked after children - this is a fairly moderate increase compared to the number of looked after children before the Covid-19 situation (431 looked after children in the first week of March 2020), however the underlying trend is possibly greater than the figures suggest as there has been a decrease in the number of Unaccompanied Asylum Seeking Children accommodated by the local authority in the corresponding period (44 at end of March, 37 at end of June).

- *Domestic abuse referrals to DAIS*

The number of referrals to DAIS has significantly increased, with an average weekly referral rate of 34 during the months of April and May and the first half of June. DAIS usually averages 25 referrals per week, with this peaking at 40-41 referrals for two weeks in May, and for the week ending 19th June. The increase is primarily coming from self-referrals with people emailing the DAIS inbox asking for support for themselves. A significant number of those that are self-referring are victims/survivors who have used DAIS before and are getting in touch as they have renewed concerns during the lockdown. Referrals are also being received from people raising concerns regarding neighbours. The Duty telephone line has been very busy. Numbers of referrals to Children's Social Care in relation to domestic abuse has continued at a similar rate to those seen before lockdown, in contrast to referral for other types of abuse and the overall significant drop in referral rates.

Changes in Practice and Recovery Planning

As lockdown restrictions are eased by the Government, Hackney Children and Families Service have been regularly updating their guidance to practitioners in respect of visits to children and families to ensure that this is safe for staff and service users and Senior managers are monitoring data on key performance indicators on a weekly basis.

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 immediately following lockdown measures being introduced, the majority of our casework contact with children and young people in Children's Social Care 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. As lockdown measures have eased the service has increased the number of direct visits being undertaken and we are continuing to review each individual case to identify those children that need to be visited as a priority and to define the frequency of visiting. We are now planning to move towards a more regular

pattern of direct visits to all children and their families and are working with corporate colleagues to make sure that there are practical arrangements in place to enable staff to access office space between visits to enable this to happen. With lower risk cases, we will be adopting a blended approach of direct visits and virtual contact appropriate to the needs and risks for each individual child. Risk assessments are being undertaken for all staff and we know that for some practitioners it will not be appropriate to expect them to undertake visits. Some staff are also still balancing child care or other caring responsibilities with their work duties. Our Unit model provides some level of resilience in ensuring that there are a number of people that know the child or understand their history and needs meaning that, where visits cannot be undertaken by the social worker that usually sees the family, other members of the Unit are able to 'step in'.

Following lockdown measures being put in place most of the Young Hackney universal provision for young people moved to being delivered online with young people able to access a range of information and activities, including video sessions created by workers through the website. The Detached Outreach Team in Young Hackney has continued to be deployed and has recently increased the number of sessions that are provided per week. This small team of youth workers, supported by a clinician, are able to engage with young people in outdoor areas in the community.

The Youth Offending Teams have kept in very regular contact with the young people that they are supporting and have undertaken face to face visits where necessary. All urgent Court work has been managed virtually and there are an increasing number of cases that have been delayed as they cannot be heard until the courts are able to open up again. Stratford Youth Court will reopen on 6th July. The social distancing requirements mean that there will be fewer hearings undertaken than prior to the lockdown. We expect slightly more court business to be progressed, with August, September and October likely to be particularly busy in terms of assessments, court reports and new sentences.

Risk assessments are being undertaken in relation to the reopening of Adventure Playgrounds and of Youth Hubs for limited face to face provision over the coming weeks. Work to develop and publicise the summer offer from Young Hackney is underway, this is likely to include playground summer playschemes, hub summer playschemes and evening groups for adolescents, and increased delivery in parks and open spaces by the sports team. A number of meetings have also been held with voluntary sector organisations, including those that are commissioned through the Young Hackney framework, to explore what activities these agencies may be able to offer and weeks.

The digital devices for children with social workers and care leavers that were pledged by the DfE in April arrived in the first week of July and we are working closely with colleagues in Hackney Learning Trust on the distribution of these. Whilst most will be distributed via schools a number will be directly distributed by our social work services.

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13 July 2020 Scrutiny Briefing: The Council's Covid-19 response to support children and young people Hackney Learning Trust

Date of meeting: 13 July 2020
Title of report: The Council's Covid-19 response to support children and young people Hackney Learning Trust Update Report
Report author: Hilary Smith (HLT Head of Strategy, Policy & Governance)
Authorised by: Annie Gammon, Director of Education
Brief: This report provides an update on Hackney Learning Trust's response to the Covid-19 situation

1. Background & Introduction

- 1.1. This paper provides information on activity to date supporting educational progress of children & young people in the borough and the wider reopening of schools.
- 1.2. It also responds to the questions raised at the 15 June 2020 Scrutiny Commission meeting regarding provision of online education provision, assurance that there was no unconscious bias in verification of teacher assessments and use of other facilities and spaces to support children's attendance at local schools?

2. Schools Opening & Attendance

- 2.1. The numbers of pupils attending Hackney Schools continue to increase. All schools continue to be open to vulnerable pupils and children of critical workers, and all schools have widened their provision to include some or all of the other eligible year groups (Nursery, Reception, Y1, Y6, Y10 and Y12). Some schools have widened this further, with a number additionally offering places to pupils in Y5 and Y2 pupils where classroom space and staffing allows.
- 2.2. The daily attendance return to the DfE for 29 June was completed by 61 Hackney schools and colleges (including independent and maintained schools & academies). This shows that over 6,443 pupils were in attendance across Primary and Secondary settings, an increase of 5,323 pupils since 18 May (the week before the summer half term and before wider reopening of schools). This includes 1,437 pupils from critical worker families and 1,078 vulnerable pupils. Actual attendance will be higher than this as not all schools are completing the voluntary return.
- 2.3. All special schools continue to open and, although numbers remain relatively low (97 students as at 29 June), attendance is slowly increasing. Home to school transport remains a concern given social distancing requirements and options to respond to this continue to be considered.
- 2.4. Whilst the Secretary of State has stated his intention that all pupils should return to school from September, at the time of writing, further government guidance to support schools in planning for this has yet to be issued. Many schools, however, are planning for this scenario. HLT is supporting this work and is prioritising resources to support schools to develop an ambitious recovery curriculum and empowering headteachers to take forward and use government catch up funding.
- 2.5. In terms of managing social distancing and the requirement for smaller group / class "bubbles", it is likely that available staffing levels (rather than space) will be a main limiting factor when planning for wider reopening. Notwithstanding this, Hackney

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Learning Trust is liaising with Education Property Team to consider options for possible use of other facilities and community buildings should space become a limiting factor for schools. In this scenario, input & sign off from the Council's Insurance Manager and Health & Safety Teams would also be required.

3. Early Years Settings

- 3.1. Settings continue to open incrementally. As at 29 June, 223 settings were open; 96 groups settings, 48 school early years provision and 79 childminders. A further 5 playgroups and 7 private nurseries remain closed.
- 3.2. Attendance has increased to 3,620 children, of which, 74 children have an allocated social worker and 75 hold an Education, Health & Care plan.
- 3.3. Due to reduced capacity (as a result of not all settings being open, alongside having to accommodate children in small groups), 10 settings (5 Children's Centres, 4 private nurseries and 1 independent setting) have reported that they are unable to meet the current demand for places. Measures are being taken to support settings to increase the number of children following further DfE guidance encouraging settings to increase the size of groups. In the meantime families are being supported to make alternative arrangements where they have not met the criteria for a priority place.

4. Ongoing activity

4.1. Home Learning -

- 4.1.1. Children's centres continue to coordinate bi-weekly home learning resources with a weekly challenge such as dance and movement, colour sorting or making cookies, for children who have not yet returned to nursery, and for babies and those who have not started nursery. The home learning resources continue to be shared with Early Years settings to circulate to their families. In addition, virtual music, story and activity sessions will continue to take place over the summer. Children's Centres will also deliver a 'Getting ready for school' 5 session programme to support transition to school. Alongside this, online transition meetings are being held with parents.
- 4.1.2. School Improvement partners have been speaking to Headteachers weekly and reporting on the provision for pupils and the effectiveness of the systems that schools have in place to support home learning.
- 4.1.3. Schools continue to offer support to those children who are not yet able to attend schools or settings using a variety of different strategies and approaches (e.g., provision of printed materials to work on at home and online lessons). In addition, schools are ensuring pupils receive a weekly check in from a member of school staff.
- 4.1.4. Schools have developed a range of strategies to maintain motivation and develop online learning including the use of platforms such as Google Classroom and Zoom. Many schools have provided technical support and devices to families, and all have provided printed materials where needed. Many schools are able to track access to online learning materials and identify and contact pupils where the access has been low. Systems for feeding back on work submitted by pupils have also been set up by many schools.
- 4.1.5. Schools have varying capacity to provide online delivery and the explicit expectation from central Government was not to replicate the delivery of lessons through the school timetable being delivered 'live' online. Online learning requires a different approach than that in the classroom, and a full timetable of online teaching would not

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meet the needs of digitally disadvantaged pupils who are less likely to access extended online activity. Further, a full time online teaching approach would limit capacity to deliver for these pupils and for those pupils attending provision in school. Class teachers have been preparing materials for pupils who are in school and at home which can be accessed by as many pupils as possible whilst also providing for vulnerable pupils and those of key workers on the school site. Schools have been supported to direct parents to the national facility of Oak Academy, a virtual school with a range of teaching videos.

4.1.6. Schools have worked hard to manage the expectations of some parents that children would receive a full online timetable. This has to be balanced against the school's capacity to provide for pupils on site, needs of those pupils who were not able to access learning online, the capacity of teachers to maintain regular one to one contact with pupils, and also not suit younger pupils who require a more active approach.

4.1.7. A series of online forums have been held for Primary Headteachers, Secondary Headteachers and Chairs of Governors where best practice for online learning and formative planning for September has been shared. Further sessions are planned prior to the end of the school year: these will include discussion of planning for September and a blended learning approach, including sessions with external facilitators, Professor Barry Carpenter and Jenny Short, to consider approaches to planning a recovery curriculum.

4.2. Digital Divide / Laptops

4.2.1. 1,347 devices for children with a social worker were delivered to Hackney on 30 June as part of the DfE laptop scheme. The majority of these devices will be distributed to Hackney schools where we are aware they have eligible pupils on roll. The delivery started on 1 July and is expected to take a week to 10 days to deliver to all schools.

4.2.2. Hackney's Children & Families Service are managing distribution to pupils not on roll in a Hackney school.

4.2.3. 233 devices for disadvantaged Y10 pupils were delivered on 1 July as part of the DfE laptop scheme. These will all be delivered directly to the appropriate school.

4.2.4. Options for a local follow up scheme are currently being considered, topping up the numbers of laptops available for Hackney children. At the time of writing, details are still being confirmed and a verbal report on this can be made on 13 July at the meeting.

4.3. Exam Assessment

4.3.1. A new system has been implemented based on teacher assessment for those students who were due to sit A level, AS level and GCSEs this summer. Ofqual guidance highlights a broad range of evidence, including non-exam assessments, classwork, homework, mock results, course assignments and outcomes data.

4.3.2. Grades will be moderated by statistical modelling which aims to ensure that this year's system does not disadvantage centres with differing levels of students with protected characteristics and socio-economic backgrounds.

4.3.3. The [Council's submission to the Parliamentary Inquiry on the impact of COVID-19 on education and children's services](#) raised concerns that moving to a system of teacher assessment could have an adverse impact in Hackney, given its demography, leading to widening in performance gaps.

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- 4.3.4. In their approach to mitigate the risk of bias, Ofqual published guidance in its Equality Impact Assessment: literature review. This lays down the nature and extent of any bias that might arise in using teacher assessment. Studies suggest that this can sometimes be linked to student characteristics like gender, special educational needs, ethnicity and age, leading to over and under prediction for certain groups.
- 4.3.5. Hackney Learning Trust has also developed guidance. This offered practical steps such as blind marking and check marking; and strategies to combat bias such as awareness training and familiarisation with mark schemes. This has been well received, disseminated and discussed with Headteachers, Heads of Sixth Form and subject leaders in their network meetings.
- 4.3.6. A Fairness, Bias and Cultural responsiveness checklist has been shared with school, sixth form and subject leaders. It is applicable for all year groups and not just in respect of terminal assessments. Hackney Learning Trust's guidance paper is now being shared with primary schools, school improvement personnel and governors.
- 4.3.7. Challenging personal and systemic biases, however alert we believe we are, is essential. This requires a persistent effort by everyone and a shared intent for equality. All school improvement partners and teaching and learning consultants are reinforcing this message.
- 4.3.8. It should also be noted, where students do not feel their calculated grade reflects their performance, they will also have the opportunity to sit an exam in the autumn.
- 4.4. **Summer holiday plays provision & summer activities**
- 4.4.1. HLT is currently planning summer holiday provision at Benthall Primary School for up to 50 children aged 4 to 12. At this stage, priority will be given to vulnerable children and children of critical workers. The scheme will run from 20 July to 14 August.
- 4.4.2. The council was able to make £50k available for schools to run **summer activities** for vulnerable children. Fifteen schools are currently taking up this opportunity and are offering a range of activities. In addition one secondary school is being funded by the GLA to run a pilot scheme on transition from primary to secondary school. Just over 600 pupils will benefit from these summer activities.



Children and Young People Scrutiny Commission 13th July 2020 Item 5 - Impact of Covid 19 on education and the attainment gap	Item No 5
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Outline

At the last meeting (15/6/20), the Commission agreed to focus this meeting's discussions on the impact of Covid 19 upon education, and the effect that school closures may have on widening the attainment gap and upon educational inequalities more broadly.

Objectives

- To assess the nature and extent that Covid 19 and school closures have impacted on young people's education and contributed to the widening attainment gap (and educational inequalities);
- Identify the challenges of extending in-school provision and the nature of support needed ahead of September 2020;
- Identify those priorities and strategies that can assist children to catch up on study programmes and counter growing educational inequalities.

The Commission has invited the following contributors to help explore the above:

- Dr Rebecca Montacute, Research & Policy Manager, The Sutton Trust
- Chris Brown, Principal, The Bridge Academy
- Richard Brown, Executive Head, Urswick Secondary School
- Jane Heffernan, Executive Head, Cardinal Pole Secondary School
- Annie Gammon, Director of Education and Head of Hackney Learning Trust
- Stephen Hall, Assistant Director, School Performance and Improvement,
- Anton Francic, Senior Secondary Adviser

Contd.

Background

[Covid 19 and the educational attainment gap](#) - House of Lords, 2020

[Covid 19 and Social Mobility Impact Brief #1 School Closures](#) Carl Cullinane & Rebecca Montacute, The Sutton Trust, 2020

[Covid 19 school shutdowns: What will they do to our children's education?](#) Andy Eyles, Stephen Gibbons & Piero Montebruno, Center for Economic Performance, London School of Economics

[Impact of school closures on the attainment gap](#) Rapid Evidence Assessment Education Endowment Foundation June 2020

[Coronavirus: £1 billion catch up fund](#) BBC On-line 19/6/20

[National Tutoring Programme - FAQ](#) Education Endowment Foundation

[Covid 19 Support for Schools](#) Education Endowment Foundation



COVID-19 and Social Mobility

Impact Brief #1: School Shutdown



Carl Cullinane and Rebecca Montacute

KEY FINDINGS

- 23% of pupils are reported to be taking part in live and recorded lessons online every day. However, pupils from middle class homes are much more likely to do so (30%), compared to working class pupils (16%). At private schools, 51% of primary and 57% of secondary students have accessed online lessons every day, more than twice as likely as their counterparts in state schools.
- 60% of private schools and 37% of state schools in the most affluent areas already had an online platform in place to receive work, compared to 23% of the most deprived schools. 45% of students overall had communicated with their teachers in the last week. At independent schools, the figure is 62% for primaries and 81% for secondaries.
- Despite the challenges faced, parents are in general positive about schools. 61% of children learning at home had parents who were satisfied, as were 65% of those who are still in school as the children of keyworkers. Middle class parents were more likely to be satisfied than working class parents (66% of ABC1 children v 56% of C2DE children).
- The home learning environment is likely to play an even more crucial role as most learning is now done in the home. More than three quarters of parents with a postgraduate degree, and just over 60% of those with an undergraduate degree felt confident directing their child's learning, compared to less than half of parents with A level or GCSE level qualifications.
- While 44% of pupils in middle class families were reported to spend more than 4 hours a day learning, this was true for 33% in working class families.
- In the most deprived schools, 15% of teachers report that more than a third of their students would not have adequate access to an electronic device for learning from home, compared to only 2% in the most affluent state schools. 12% of those in the most deprived schools also felt that more than a third of their students would not have adequate internet access.
- Parents have also been spending money on their children's learning since the lockdown. While most had spent less than £50, 14% had spent more than £100 in the first week of the school shutdown. 19% of children from middle class homes had £100 or more spent on them, compared to 8% in working class homes. For households earning over £100,000 per year, a third of children had more than £100 spent on their learning.
- Two thirds of children who previously received private tuition were reported to no longer receive such support, while a third continued to access tuition through online services. The effect of these changes has been to narrow the 'tuition gap', but this is likely to be temporary.
- Inequalities in support are being reflected in the amount and quality of work received by teachers. 50% of teachers in private schools report they are receiving more than three quarters of work back, compared with 27% in the most advantaged state schools, and just 8% in the least advantaged state schools. 24% say that fewer than 1 in 4 children in their class are returning work they have been set.
- Teachers in the most deprived schools are also more than twice as likely as those in advantaged schools to say that work their students are submitting is of a much lower quality than normal (15% vs 6%).
- Schools are already working to lessen the impact of school closures on inequality gaps. 34% of teachers reported contacting specific parents to offer advice about supervised learning. 21% reported their school is providing pupils with laptops or other devices, with significant differences between secondary (31%) and primary (11%) schools. However, concerning, 28% of the most advantaged state schools had offered devices to pupils in need, compared to just 15% in the most deprived schools where need is highest.
- Teachers were asked for their preferred strategies to prevent some pupils from falling behind during the period of shutdown. Over half of secondary teachers cited the provision of tech devices. Another popular option was providing less well-off families with stationery and curriculum resource packs, which could help to alleviate the divide in digital access. Half of teachers also supported some form of staggered return to school, or summer 'catch up classes' for disadvantaged pupils, to give them a chance of restarting school on an equal footing.

INTRODUCTION

The closure of schools due to the COVID-19 pandemic has caused unprecedented challenges for everyone involved, from the students themselves, to their teachers and their parents. Since the end of March, schools have been closed to all but the children of key workers and specific groups of vulnerable children,¹ with provision for most pupils moved online. However, not all students will have equal access to this online provision, and without additional action, this risks further opening-up already existing attainment gaps, with the impacts felt the most by those from the poorest backgrounds. Issues range from technology and internet availability, to the level of access children have to additional support, and the resources available for schools to conduct remote learning. While children from disadvantaged students will likely need the most help at this time, they are the least likely to have access to the help and resources needed.

Before the current crisis, there was already a sizeable attainment gap between the poorest and richest children, with those from disadvantaged backgrounds already twice as likely to leave formal education without GCSEs in English and maths compared to their better-off classmates.² These gaps open up throughout a child's time at school, with children who achieve high marks at primary school still ending up twenty percentage points less likely

to achieve top marks at GCSE than their better-off peers with the same previous attainment.³

Time away from school risks further widening this attainment gap, with an extensive body of research showing that poorer students fall further behind during breaks from school, such as the summer holidays.⁴ But we are facing an unprecedented situation in this country. It is not a holiday for students, but rather a time when pupils are learning from home, but in extremely different working environments. As such it is difficult to say what the long-term impact will be, but without significant action to mitigate the unequal barriers faced by pupils learning in the home, there is a significant risk that the gap may widen even further.

While some parents will be able to spend large amounts of time supporting their children or be able to spend money on additional tuition or on educational resources, other children will be trying to work in cramped housing conditions, with inadequate access to learning technology or stable internet, and with parents less able to support their learning. Due to the economic impact of the crisis, more children are also likely to be facing challenges which indirectly impact on attainment, such as poverty or food insecurity, along with the stress of financial worries, and some will not have the resources needed to access learning online at all.

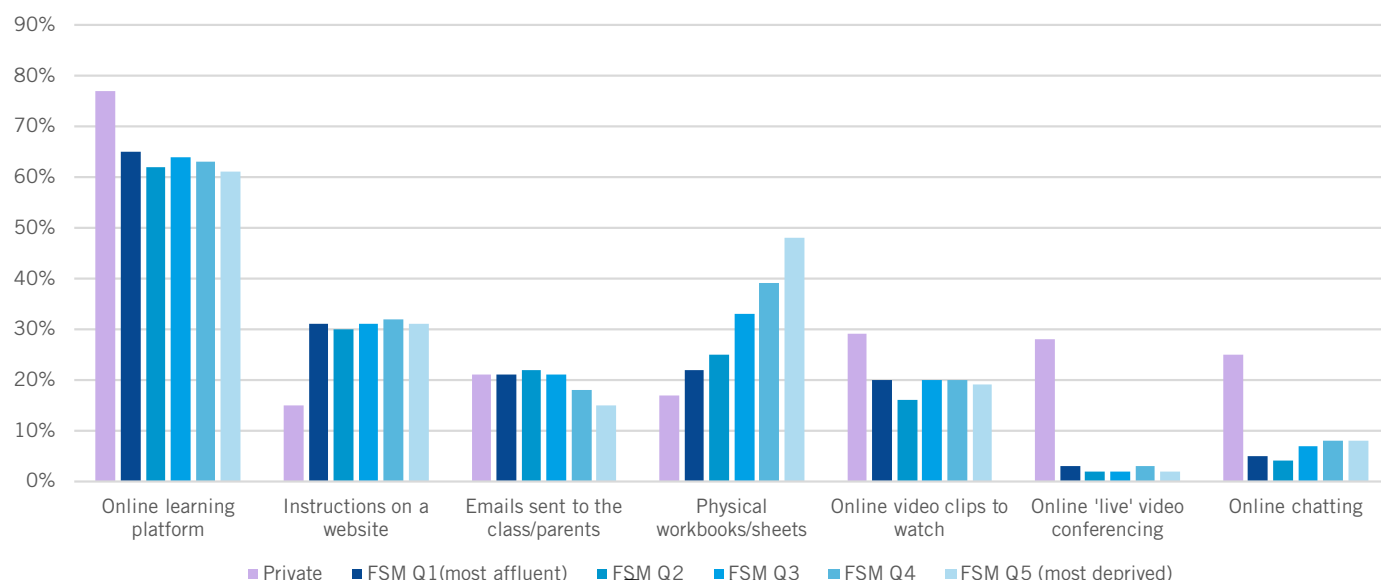
Last week, we released a briefing of our immediate concerns, looking at how the ongoing crisis is likely to impact poorer young people through their time in education and into the workplace.⁵ This brief looks in more detail at the issues facing school aged pupils, with views on the ground from both teachers and parents, including what has been provided by schools since their physical closure, the support pupils have access to at home, the physical and financial resources available to them (including technology, or other support such as private tuition), and the impact this has had on the schoolwork being completed in the home. It concludes by looking at possible mitigation strategies open to schools and the government, in order to try to reduce any impact on the already wide attainment gap between the richest and poorest pupils, and protect the prospects for long-term social mobility.

PROVISION FROM SCHOOLS

On the 23rd March, schools across the country shut down for all pupils but the children of key workers and vulnerable learners. This has had profound effects on both teachers and their pupils, with schools needing to very quickly adapt to a whole new model of teaching and learning at a distance.

The first week after schools had been closed, teachers were asked by Teacher Tapp how they were providing work for a class they would

Figure 1. How teachers were providing work for their classes, by level of deprivation in school



normally teach.⁶ Figure 1 shows that most teachers reported setting work through an online platform (63% of all state school teachers, including 82% of state secondary teachers), with many teachers in the state sector putting instructions on a website (either the school website or a third party). Online learning platforms can offer a flexible and centralised portal for providing audio, video and text content, communicating with students, along with systems for setting, receiving and tracking work.

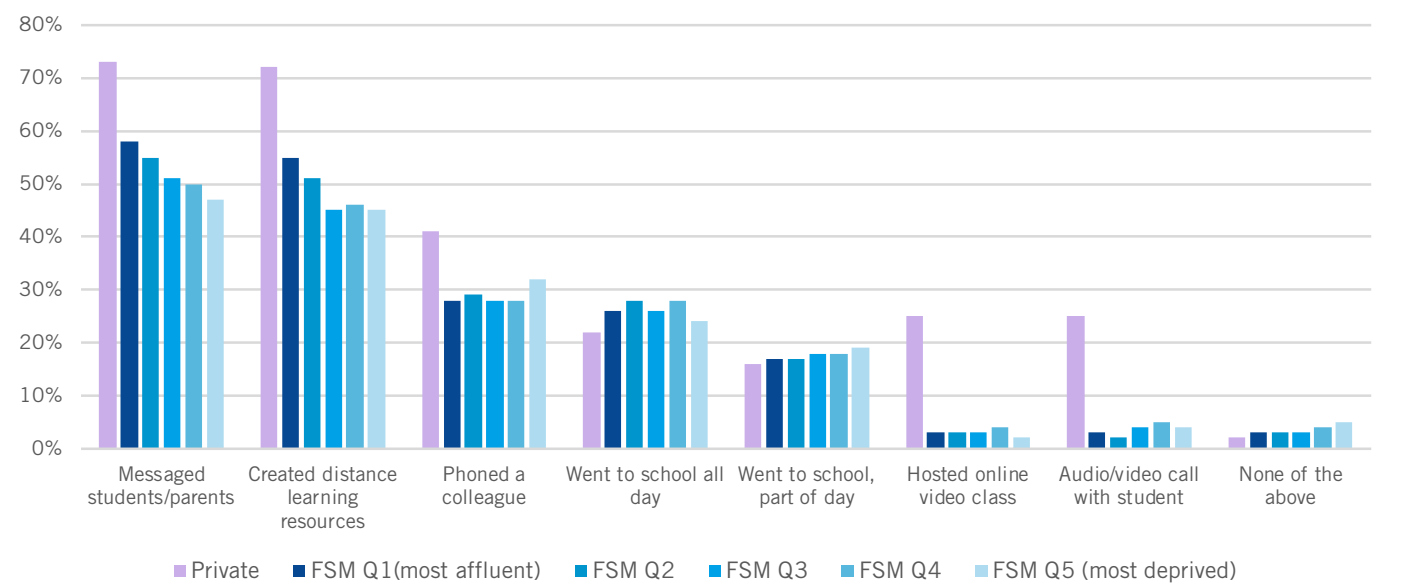
In more deprived areas, schools were much more likely to set work with physical worksheets or workbooks (48% in the most deprived schools,

compared to 22% in the most affluent), potentially due to concerns that many of their pupils may not be able to access content provided online. A substantial number of private schools were offering live videoconferencing (28%) and online chats (25%) between pupils and teachers.

Teachers were also asked which activities they were undertaking during their work day (Figure 2). The most common activities cited were direct messaging or emailing students/parents (52% of state teachers) and creating distance learning resources for their students (48%). But again, there were large

differences by the socio-economic make-up of the school. 58% of teachers in the most affluent schools reported they have direct messaged their students or parents, compared to 47% in the most deprived schools. Similarly, while 55% of teachers in the best-off schools had created distance learning resources for students, only 45% of those in the worst-off schools had done so. Teachers in private schools were most likely to engage in direct messaging and creating resources, and overwhelmingly more likely to have hosted an online class (25%) or an audio/video call with a student (25%), both rare in the state sector (3% and 4% respectively).

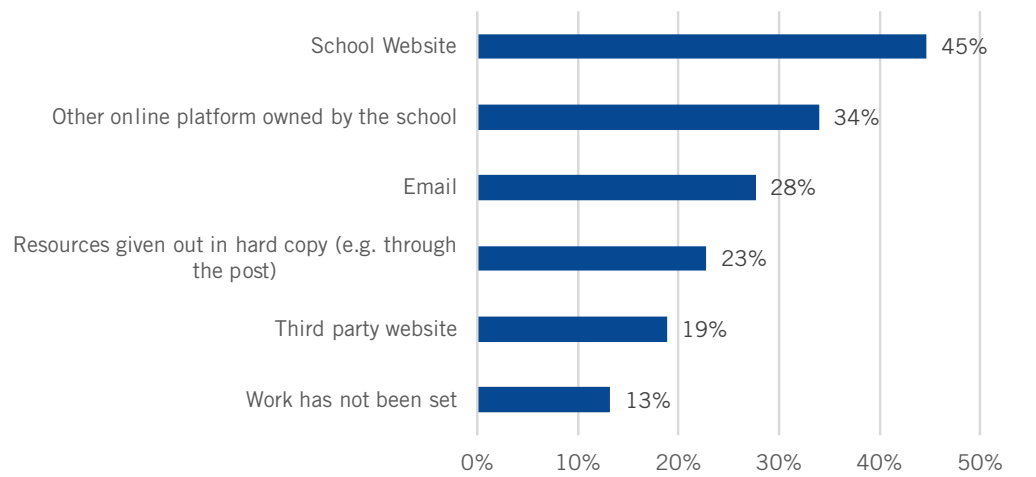
Figure 2. Activities teachers undertook during their work day, by level of deprivation in school



Source: Teacher Tapp survey of teachers in England, March 26th 2020

These differences in provision are reflected in parents' reports on their children's learning (Figure 3). According to parents, for almost half of children (45%), work was being set through the school website. For 34%, work was set through an online platform. Children at private schools were much more likely to work through an online platforms than state schools (43% of children at primary private schools, and 54% at secondary private schools).

Figure 3. Parent reports of how schoolwork is set



34% of pupils are reported to be taking part in live or recorded online lessons, with 23% doing so at least once every day. Pupils from middle class homes are much more likely to have taken part, with 30% doing so at least once a day compared to 16% of working class pupils. At private schools, 51% of primary and 57% of secondary students take part in online lessons.

Parents also reported that 45% of students had communicated with their teachers in the last week, whereas 50% have not (5% of parents were not sure). At private primaries the figure was 62%, and 81% at private secondaries, underlining the resources available at independent schools, and the personalised support they can offer as a consequence. 51% of pupils in middle class households had received teacher communications, compared to 38% of working class pupils.

This also differed by the age of the student, with about two thirds of 16-18 year olds in contact, compared to about a third of 4-8 year olds.

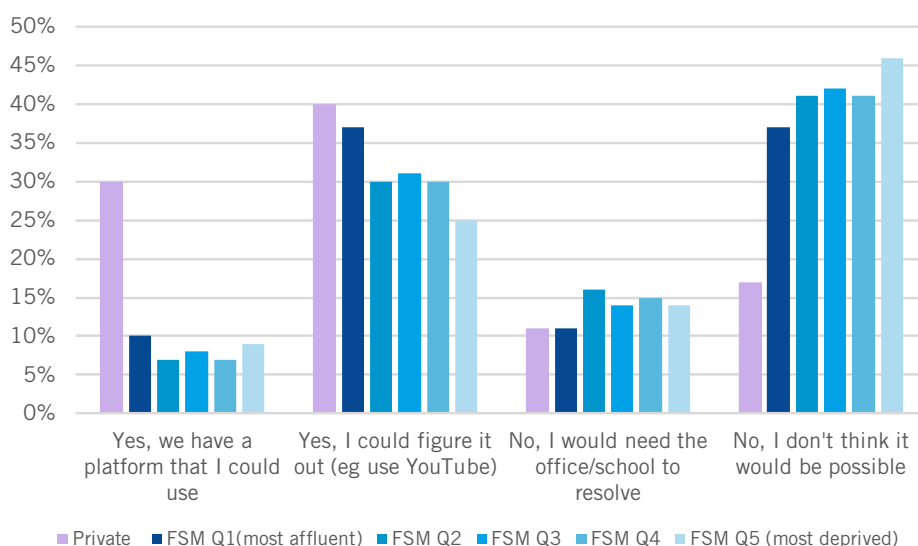
Ready for lockdown

Why have such wide gaps in provision opened up? Before schools were closed, Teacher Tapp looked at schools' readiness to cater for distance learning (Figure 4). Most state school teachers (52%) did not feel able to broadcast a lesson online themselves. Only a small proportion (10%) were already set up to be able to do so, but 32% said they would be able to figure out how to do so themselves.

Many private schools entered the crisis already set up to deliver learning online. Almost a third (30%) of teachers in private schools reported they already had a platform they could use to broadcast a lesson, compared to less than 10% at state schools.

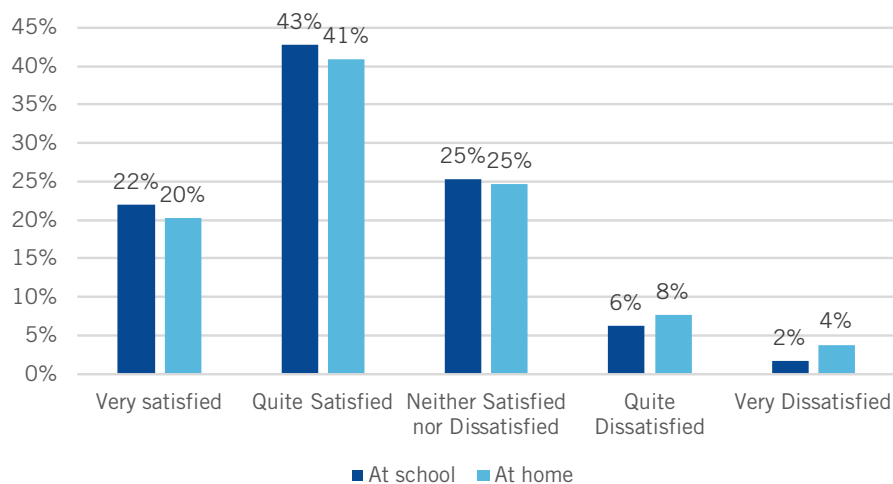
In state funded schools, almost half (46%) of teachers in the most deprived schools reported they did not think broadcasting a lesson would be possible, compared to 37% in the most affluent state schools, and 17% in private schools.

Figure 4. Teachers' anticipated ability to broadcast a lesson to their class before shut-down, by level of deprivation in school



Source: Teacher Tapp survey of teachers in England, March 3rd 2020

Figure 5. Parental satisfaction with school support, those learning from home v those still in school



Source: Public First/Sutton Trust survey of UK parents, 1-3 April 2020

When it came to online platforms to accept work from pupils, similar patterns emerged. Again, private schools were much better prepared, with a large proportion (60%) already having a platform to use, compared to 37% in the most affluent state schools and 23% in the most deprived schools.

Despite these challenges, parents are overall quite positive about how schools have reacted to the shutdown. As Figure 5 shows, most report being satisfied with the learning support provided for their child (61% very or quite satisfied, of those with children learning from home). In fact, satisfaction with the

school is very similar for the parents of children learning from home, and the children of keyworkers who are still in school. For comparison, for pupils of keyworkers still in school, 65% of parents report being satisfied (including 22% very satisfied), with just 8% dissatisfied.

There were however differences in satisfaction between parents from different socio-economic backgrounds. For children learning from home, 66% of their parents in middle class families, compared to 56% of their parents in working class families, reported being satisfied with the level of support provided by their school.

SUPPORT AT HOME

With many young people primarily doing their learning from home, the impact of parental support and the home learning environment becomes even more important.

Parents report that 20% of children are undertaking home learning entirely on their own, and 13% entirely supervised by parents. However, for most, it is a combination of both. 29% of children work mostly on their own with some parental supervision, while for 15% it is about half and half. Naturally, this differed substantially by the age of the child, with children under 7 mostly or entirely working under parental supervision, while for those over 10 the majority worked mostly or entirely independently.

Interestingly, there was little evidence of substantial class or income differences in the level of supervision received at home. Children in working class households were slightly more likely to work entirely on their own (21% to 19% of those in middle class homes), but also slightly more likely to be working entirely supervised (14% v 11%).

However, the nature of that supervision varies, with differences in how confident parents were in providing learning support for their children. While 42% of parents overall were confident supporting all of their children, this figure was higher for middle class parents (47%) compared to working class parents (37%). More educated parents were much more likely to feel confident as an educator themselves. More than three quarters of parents with a postgraduate degree, and just over 60% of those with an undergraduate degree felt confident, compared to less than half of parents with A level or GCSE level qualifications.

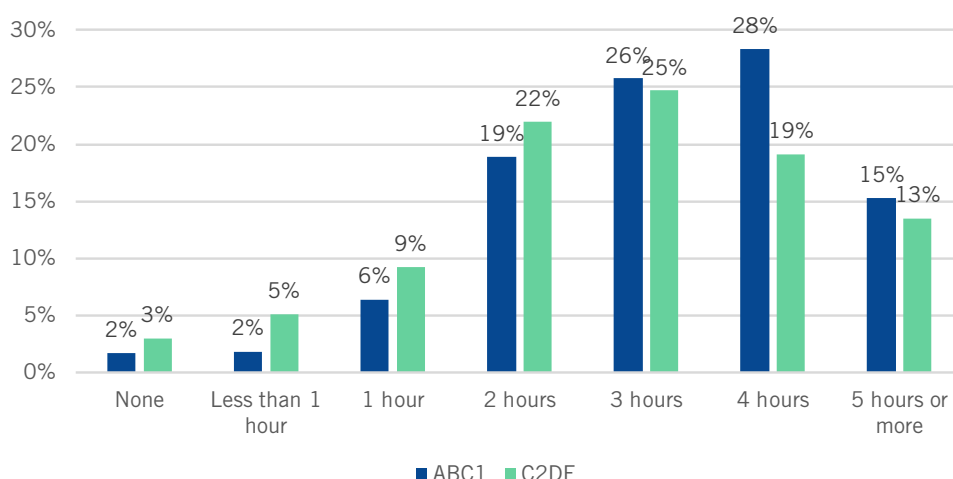
Putting in the hours

There were also differences in terms of the time children spent learning each day. Overall, the typical child was spending just over three hours per day on learning, with 34% spending two hours or less and 38% spending 4 hours or more. However, while 44% of pupils in middle class families reported spending more than 4 hours a day learning, this fell to 33% for those in working class families (Figure 6). The children of parents with an undergraduate or postgraduate education were also much more likely to spend more time learning per day, potentially reflecting the comfort of such parents directing learning.

Children at private schools are also spending more hours per day on learning. In fact, those at private schools are twice as likely to be spending more than 5 hours per day on learning than those in the state sector (19% in private primaries v 10% in state primaries, and 35% in private secondaries v 17% in state secondaries).

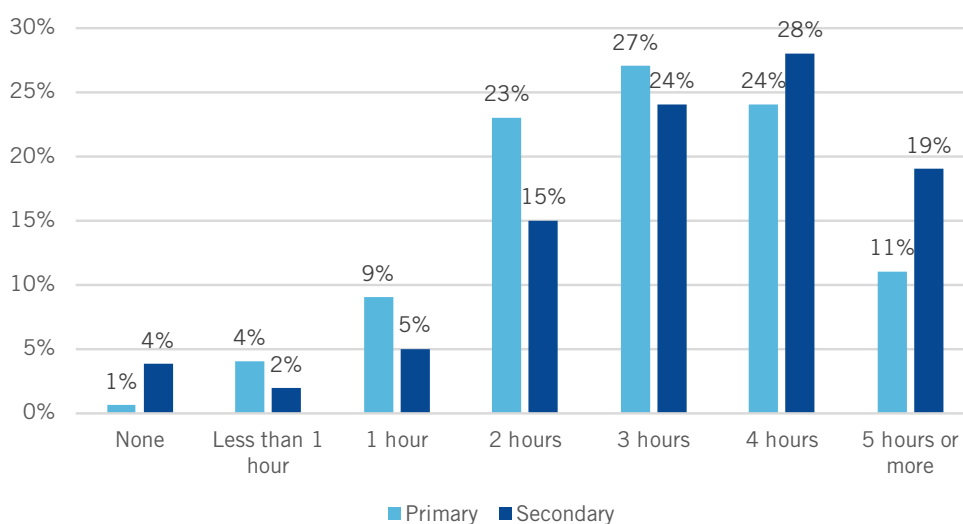
There were also substantial differences for children of different ages (Figure 7), with older pupils spending more time learning. 35% of primary school pupils overall were learning for 4 hours a day or more, compared to 47% of secondary pupils.

Figure 6. Hours spent on schoolwork per day, by social grade



Source: Public First/Sutton Trust survey of UK parents, 1-3 April 2020

Figure 7. Hours spent on schoolwork per day, by phase of schooling



FINANCIAL RESOURCES

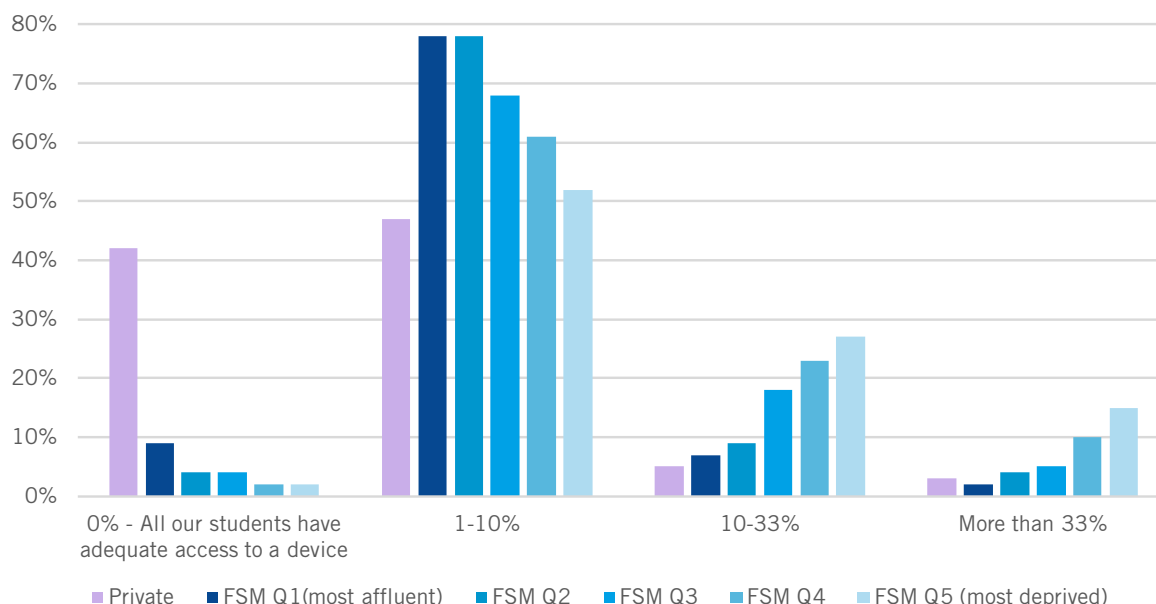
Access to devices

With the transition to home learning, a major issue is access to technology that will facilitate such learning. It is difficult to measure the scale of this issue, because, by definition, such households are difficult to access for research. However, teachers are in a position to understand the often complex needs of their students, and were asked by Teacher Tapp whether they thought their students had adequate access to an electronic device for learning. A small number felt that lack of access is widespread in their class, with 7% of state school teachers overall saying that more than a third of their pupils would not have adequate access to

technology. However, there were again substantial differences by the socio-economic make-up of the school (Figure 8). In the most deprived schools, 15% of teachers thought more than a third of their students would not have adequate access to a device, compared to only 2% in the most affluent state schools. Notably, a large proportion of teachers in private schools (42%) thought all of their students would have adequate access, compared to a much lower figure (just 9%) in the most well-off state schools, and only 2% in the poorest state schools. Most teachers put the figure between 1-10% of their class, with the median likely close to 5%, a substantial number of pupils over the whole country.

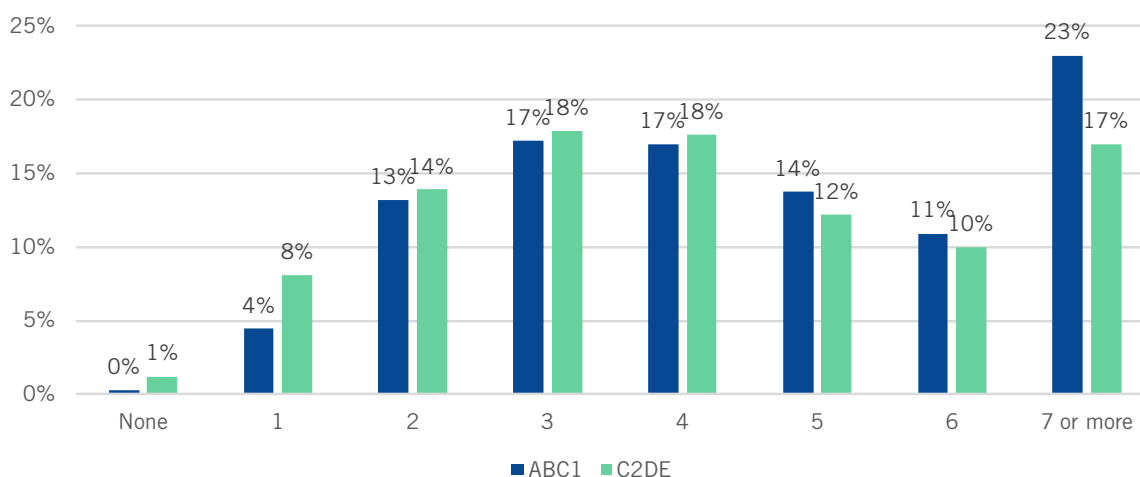
Similarly, most teachers felt their students would have adequate access to the internet for learning purposes, with only 5% saying they thought more than a third of their class would not have sufficient access. But again, a much larger proportion (12%) of teachers in the most deprived schools said they thought more than a third of their class would not have adequate internet access, compared to only 3% in the most affluent state schools, and 4% of teachers in private schools. Teachers in private schools were also much more likely to think all their students would have adequate access, with 38% saying so, compared to only 12% in even the most affluent state schools, and only 2% in the most deprived state schools.

Figure 8. Proportion of children in a teacher's class working from home without adequate access to an electronic device for learning (eg. laptop/tablet), by level of deprivation in school



Source: Teacher Tapp survey of teachers in England, March 25th 2020

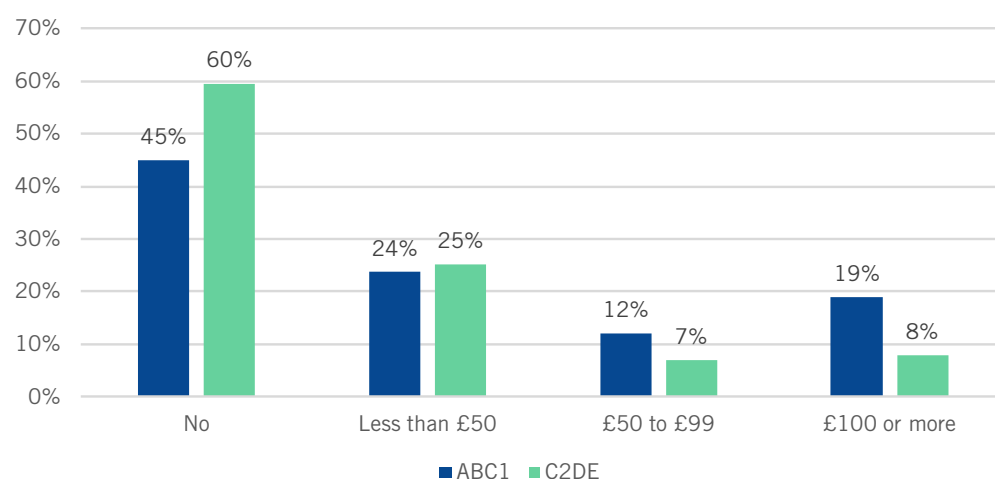
Figure 9. Number of internet-enabled devices in the home reported by parents, by social grade



Source: Public First/Sutton Trust survey of UK parents, 1-3 April 2020

Parents were also asked about the number of internet enabled devices in their home (Figure 9). The median child had access to 4 internet enabled devices in the household, with 20% having 7 or more. However, as the survey was completed online, the number of households with none, or very few devices is likely to be an underestimate. Nonetheless, there were differences by social class, with children in working class households less likely to have access to a high number of internet enabled devices.

Figure 10. Money spent by parents on children in the first week of school shutdown, by social grade



Source: Public First/Sutton Trust survey of UK parents, 1-3 April 2020

Spending on learning

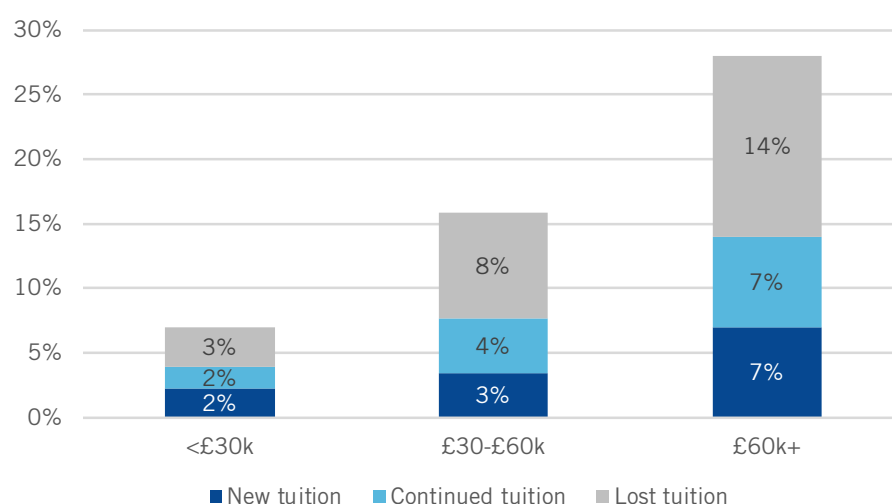
As previous Sutton Trust work has shown,⁷ financial resources in the home play a significant role in a child's learning. This is likely to be even more accentuated in the current period. Around half of children have had money spent by their parents on their learning since the lockdown, for instance extra books or resources, subscriptions to websites or apps, or on electronic devices. 24% of parents have spent less than £50, and 14% more than £100 in the week after schools closed. Of course not all families can afford such expenditure, particularly at a time of financial upheaval, with many parents laid off, furloughed, or losing much of their income. As would be expected, children in middle class households and households with higher incomes were more likely to have had money spent on their learning (Figure 10). 19% of children from middle class homes had £100 or more spent on them, compared to 8% in working class homes.

For households earning over £100,000 per year, a third of children had more than £100 spent on their learning in the first week of shutdown.

Private tuition

Sutton Trust research has shown that private tuition is a key way in which more well-off parents support their children outside of school.⁸

Figure 11. Current and previous tuition, by household income band



Source: Public First/Sutton Trust survey of UK parents, 1-3 April 2020

The period of shutdown is unlikely to be different. However, the national lockdown and social distancing policies have delivered a shock to the private tuition industry, with face to face tuition to all intents and purposes currently banned. A rapid transition to online poses problems for tuition companies, as well as schools. This is reflected in the data from parents, with two thirds of children who previously had private tuition reported to no longer be availing of such a service a week after shutdown, while the remaining third continued to have tuition through online services.

8% of children overall were currently accessing private tuition, of which half had previously been receiving it. A

small number of children, 4%, had, since the school shutdown, begun receiving tuition for the first time. The overall effect of these changes has been to narrow the 'tuition gap', but this is likely to be temporary, as parents and tuition companies adapt to the new environment. At the top of the income distribution (for households earning above £100k), 25% of children were now receiving some form of tuition since the lockdown.

Figure 11 shows the changing shape of tuition across the income categories. Children in households earning more than £60k are twice as likely as those earning under £30k to be receiving tuition currently, but the gap has narrowed due to

the immediate decline in private tuition after the shutdown.

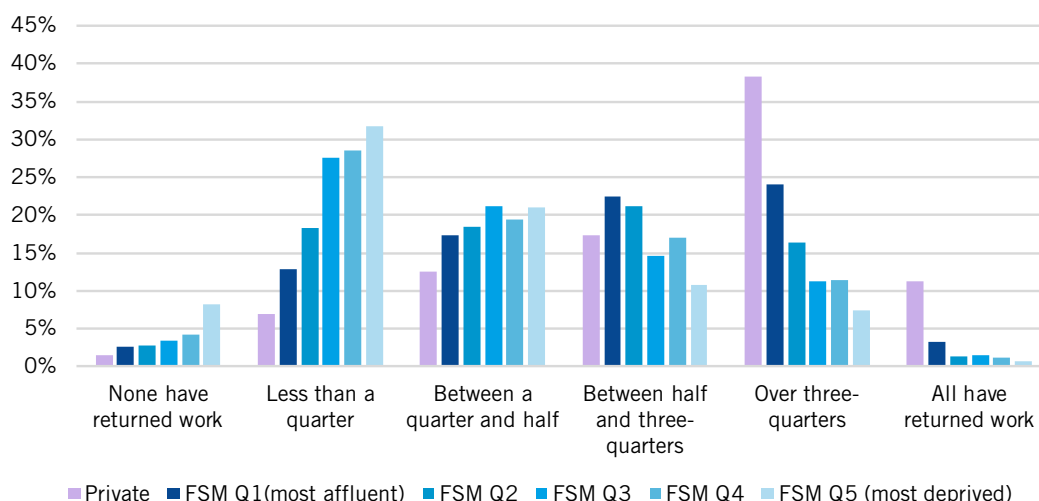
Charities and private organisations who provide tuition to disadvantaged young people are facing significant challenges in the ongoing crisis, with organisations the Trust has spoken to echoing the findings here; that there is an overall reduction in demand only partially offset by a smaller increase in demand for tuition online. Organisations the Trust has spoken to also highlighted safeguarding issues as a key barrier in the process of moving provision online, which will take time to resolve, as well as some concerns that the disadvantaged young people they are trying to reach may not have access to the resources needed (computers/laptops/tablets and internet with adequate data) for their tutoring.

Some organisations said they were using the online tuition platform Bramble to move their provision online, which has been made available for free online to both tutors and agencies for the duration of the coronavirus outbreak.⁹ As all sessions are recorded, the use of this platform is helping organisations with safeguarding concerns, and it makes all previous sessions searchable, so students can go back to topics they have struggled with.

IMPACT ON SCHOOLWORK

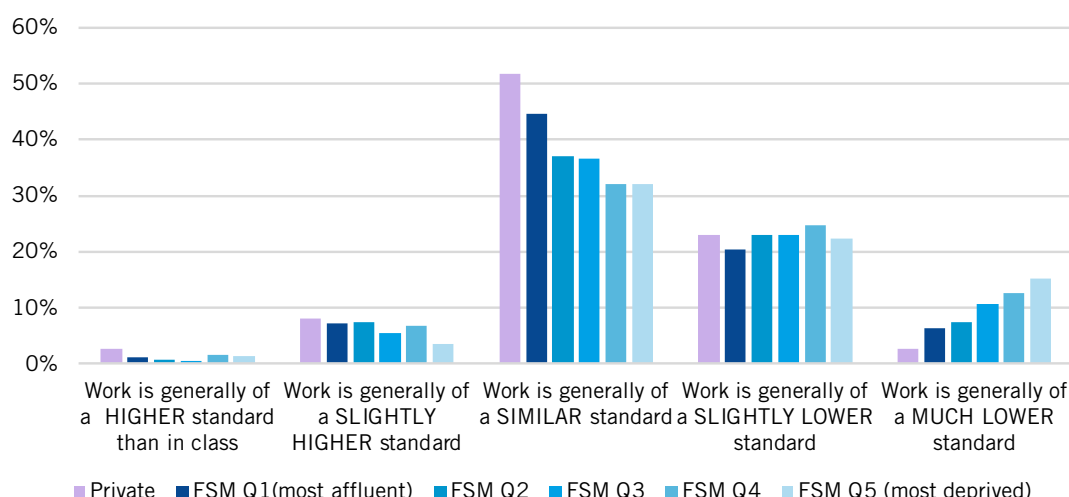
Together, differences in school provision, support in the home, and in financial resources are combining to impact on the quality of learning during the school shutdown. The extent of this impact will not be clear until much further down the line, but it is possible to see now how these

Figure 12. How many students have returned the work that was expected to be submitted back to you, secondary school teachers, by level of deprivation in school



Source: Teacher Tapp survey of teachers in England, April 3rd 2020

Figure 13. Quality of work received compared to the normal standard from that class, secondary teachers, by level of deprivation in school



Source: Teacher Tapp survey of teachers in England, April 3rd 2020

inequalities are reflected in the work currently being received by teachers. The Trust asked teachers, via Teacher Tapp, about the quantity and quality of work they are currently getting back from their classes. Almost all secondary school teachers reported that they are receiving work back from their pupils. However, many teachers are not getting work back from considerable portions of their classes, with around a quarter (24%) saying that fewer than 1 in 4 children in their class are returning work they have been set.

There are also sizeable gaps in whether work is being returned by socio-economic background (Figure 12). In the most deprived schools, almost a third of teachers (32%) are getting less than a quarter of the work

they set returned, compared to just 13% of teachers in the most affluent schools, and only 7% in private schools. Teachers in independent schools were also much more likely to say they had all the work they set returned (11%, vs 3% in the most affluent state schools, and 1% in the least affluent), or a large proportion (three quarters) of the work they set back (38%, vs just 24% in the most affluent state schools, and only 7% in the least).

Furthermore, most of the work teachers are getting back from pupils is not of the same standard as they would receive in the classroom. Much less than half of teachers in state schools (37%) are getting back work that they would characterise as

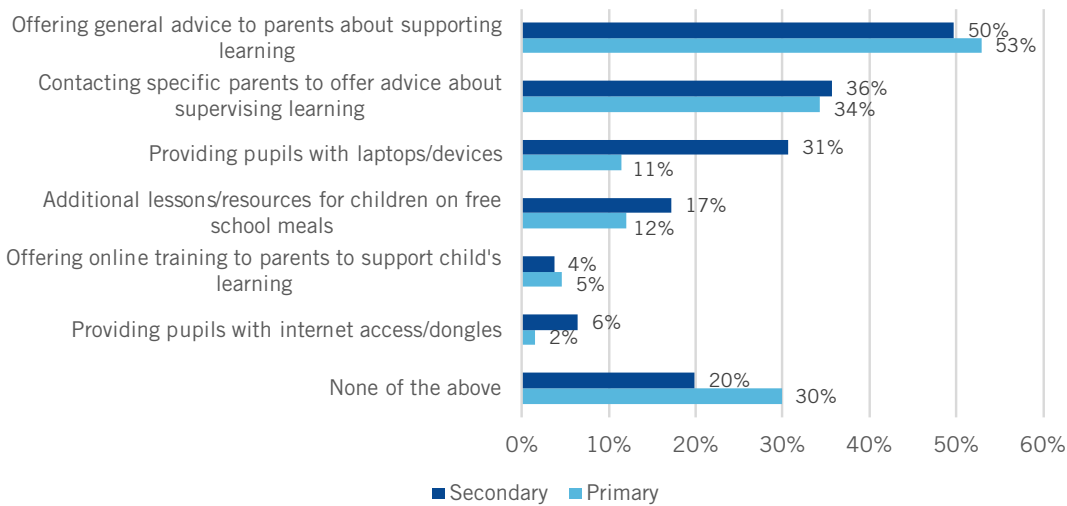
the same standard as normal, with around a third of teachers saying the work they have had back is of a slightly lower or much lower standard. Unsurprisingly, very few teachers reported work is of a better standard than normal.

The perceived quality of work teachers are receiving back differed by the socio-economic background of their school (Figure 13), and importantly this is compared to the work they would normally be receiving, controlling for any differences in normal work quality. Teachers in schools with the highest proportions of students eligible for free school meals are more than twice as likely as their counterparts in schools with the lowest levels of disadvantage to say that work their students are sending in is of a much lower quality than normal (15% vs 6%). They are less likely to say work has maintained a similar standard to normal (32% in the most deprived state schools, compared to 45% in the most affluent state schools, and 52% in private schools). While in normal times the school system works to compensate for the disadvantages that many children face due to their social background, the current crisis makes this task substantially more difficult.

Mitigation Strategies

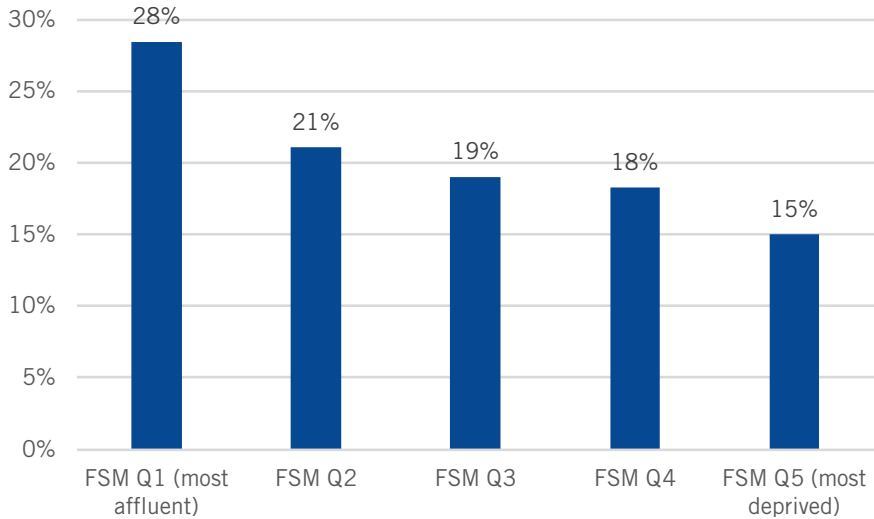
Given these substantial additional challenges, the Trust also asked teachers what they and their schools were currently doing to try to lessen the impact of school closures on inequality gaps among pupils (Figure 14). The most common intervention cited by teachers was giving general advice to all parents about supporting learning, with just over half of teachers in state schools (52%) mentioning this approach. However, other teachers cited more targeted action to reduce inequality gaps between students, including contacting specific parents to offer advice about supervised learning (34%).

Figure 14. Actions being taken by schools to mitigate inequality gaps among pupils



Source: Teacher Tapp/Sutton Trust survey of teachers in England, April 4th 2020

Figure 15. Proportion of teachers reporting their school was providing laptops and devices to students



Source: Teacher Tapp/Sutton Trust survey of teachers in England, April 4th 2020

About 1 in 5 teachers in state schools (21%) reported their school is providing pupils with laptops or other devices to mitigate inequality gaps, although this was much more common at secondary (31%) compared to primary (11%) level. Despite reported problems with internet access, few teachers reported their school was providing pupils with internet access or dongles (just 2% in primaries and 6% in secondaries).

As Figure 15 shows, teachers in the state schools with the most affluent intakes were almost twice as likely to report their school had provided students with laptops, with 28% saying their school had done so, compared to only 15% in the most

deprived schools. This is concerning, given the much greater levels of need reported in these deprived schools. This may be due to a combination of factors, including schools with less affluent intakes potentially having less resources to provide such devices, coupled with a much greater need. Faced with such need, schools may be reluctant to provide devices to some when they cannot do so for all. Furthermore, schools in the poorest areas are facing a situation where many of their pupils have profound challenges, including access to food, so the provision of such basic needs may be taking precedence.

Teachers were also asked their views on which additional interventions they would support to stop vulnerable

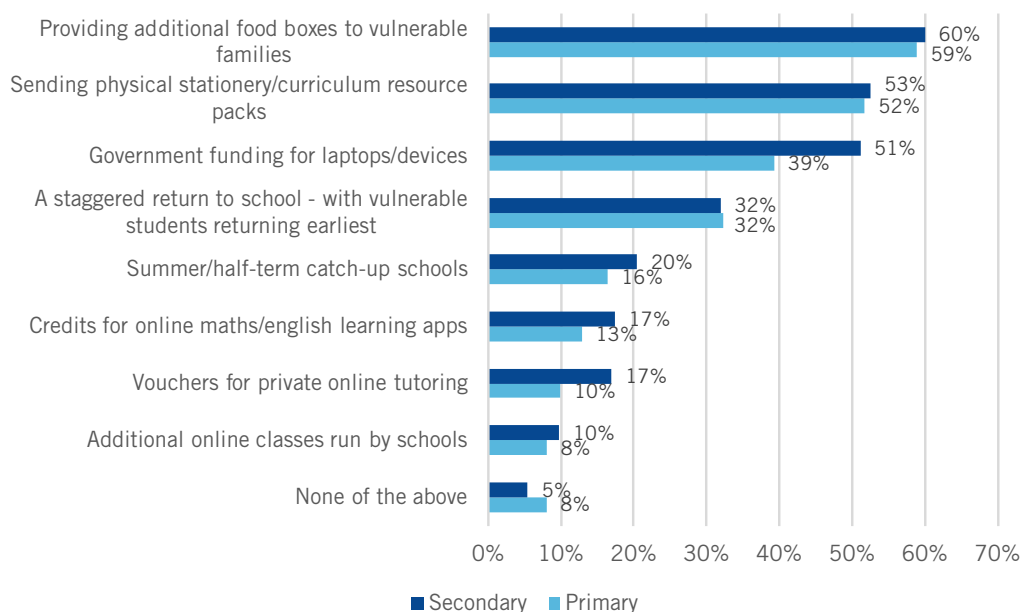
pupils from falling behind in their schoolwork (Figure 16). The intervention most favoured by teachers was providing additional food boxes to vulnerable families, with most teachers (around 60% in both primaries and secondaries) choosing this support. This reflects the level of basic needs that many children face in the crisis.

Other popular options included sending physical curriculum resource packs and stationery (just over 50% of teachers supported this in both secondaries and primaries), which could help pupils who have difficulties accessing learning online, along with government funding for laptops and other devices, addressing the same issue. Support for providing tech was more popular among secondary teachers (51%), compared to primary teachers (39%), potentially because this technology is seen as more essential for older students. Additionally, about half of teachers also supported some form of staggered return to school, or summer 'catch up classes' for disadvantaged pupils, before schools reopen fully, to help all pupils return to school in the autumn on a more even footing.

DISCUSSION

This brief has laid out the challenges facing both schools and government in the coming months in reducing the impact of school closures on children from the poorest backgrounds and making sure that the social mobility prospects of the current cohort are not damaged. From ensuring access to technology, to supporting vulnerable learners to catch up when they return to school, there are a variety of mitigatory strategies which can be put in place to lessen the impact of closures on students. It is a very positive sign that schools have already embarked on such efforts, particularly in such short timescales and facing huge constraints, but there is still work to do, at both a national and local level.

Figure 16. Teacher support for interventions for vulnerable pupils to stop them from falling behind in their school work (up to three chosen), by phase of education



Source: Teacher Tapp/Sutton Trust survey of teachers in England, April 4th 2020

Beyond accessing meals, one of the immediate challenges is to increase the level of delivery of online content, including supporting more teachers to be able to do so. At the moment, provision to students is variable, with students in schools with greater deprivation less likely to have access to more intensive approaches such as recorded or live online classes. All teachers should be given access to training and resources needed to provide high quality teaching to students online, with guidance to ensure teachers in all schools are delivering the best provision available in the current circumstances. The Trust's sister charity, the Education Endowment Foundation, will be working to make evidence available to teachers on the most effective ways to support home learning in the near future.

But high-quality provision is useless if children cannot access it, and another significant challenge is providing all pupils with the equipment needed to learn online, as well as ensuring all have the stable internet connection necessary to access that content. Findings here demonstrate that children from the poorest families are the least likely to have access to the devices needed, and many teachers are concerned that not all their students have good enough internet access at home. However, the poorest children are

also the most likely to benefit most from online content while schools are closed, with working class parents much less confident than middle class parents in directing their children's learning. Enabling access to online learning, for all children who need it, should be a priority for the government in preventing the widening of the attainment gap. Nonetheless, in the absence of technology solutions, schools providing physical learning resources will continue to be vital for some pupils.

Additional tuition also has the potential to reduce the impact of school closures on the poorest students, with tuition known to be an effective intervention to support learning.¹⁰ It is also clear from the data that many private schools have been in a position to offer one-to-one support for students at home. Many tutoring organisations are currently working to move their provision online, but children from the poorest families are the least likely to be able to access this support, despite being the most in need of it. Action from government to increase access to online tuition for these children could play a sizeable role in mitigating the impacts of school closures for the poorest pupils.

It is also important that when schools can re-open, support is put in place

to help disadvantaged children to catch up to their peers. Even with the best quality provision accessible to all students, many pupils from disadvantaged backgrounds will be facing challenges at home which will make it difficult for them to work. Putting in place 'catch up' provision will be especially important for these children, while also helping to mitigate the impacts of time away on the attainment gap for all disadvantaged pupils. This could for example include students from poorer backgrounds going back to school for catch up sessions later in the summer once it is safe, before other students return in September. It could also include additional in person one-to-one or small group tuition, provided to

these students alongside their return to school, to help them to catch up on content they have missed. This may be particularly important for pupils in transition years, especially those entering Year 7.

Underpinning all the issues discussed here is the need for disadvantaged children to be able to access food while schools remain closed. If pupils are hungry, learning cannot be their main priority, and for some a free school meal was their only guaranteed meal of the day. The introduction of the government scheme to provide food vouchers to families eligible for free school meals was vital,¹¹ but reports of schools struggling to access these vouchers and families waiting

up to a week to receive them are of concern.¹² Findings here demonstrate that providing this support is a priority for teachers.

The current situation has landed schools, pupils, parents and government in uncharted waters. The efforts made thus far to secure the wellbeing of pupils during the shutdown have been significant and heartening. Reducing the impact of the COVID-19 crisis on educational inequality and social mobility poses an unprecedented challenge, but one which must be met by all of us in order to secure the future of the current generation.

RECOMMENDATIONS

- 1. While schools are closed, the government should help ensure all children have the resources necessary to access online learning.** This includes a laptop or other suitable device, as well as a stable internet connection. These resources could be provided through a collaboration between the government and companies in the technology sector, and we would encourage any organisations able to do so to offer donations of these resources.
- 2. Disadvantaged pupils should have access to additional one-to-one or small group tuition to reduce the impact of school closures.** The poorest children are likely to be the most impacted by time away from the classroom. Additional tuition to reduce the impact on their learning could be provided both online while schools and closed, and face to face when restrictions have loosened.
- 3. Training should be provided to teachers to enable them to deliver content to students online.** Online teaching being provided to children is currently highly variable, with poorer students less likely to have access to some types of provision. Ensuring all pupils have access to high quality content is vital, so guidance and training for teachers could help to make provision more consistent between schools.
- 4. Schools should consider running 'catch up classes' for children from poorer backgrounds over the summer or when schools return.** Disadvantaged students will be most likely to have fallen behind during closures, with those entering Year 7 at particular risk. Schools should put in place additional support for these students when it is safe for schools to return, either before other students are back, or alongside the resumption of normal lessons.

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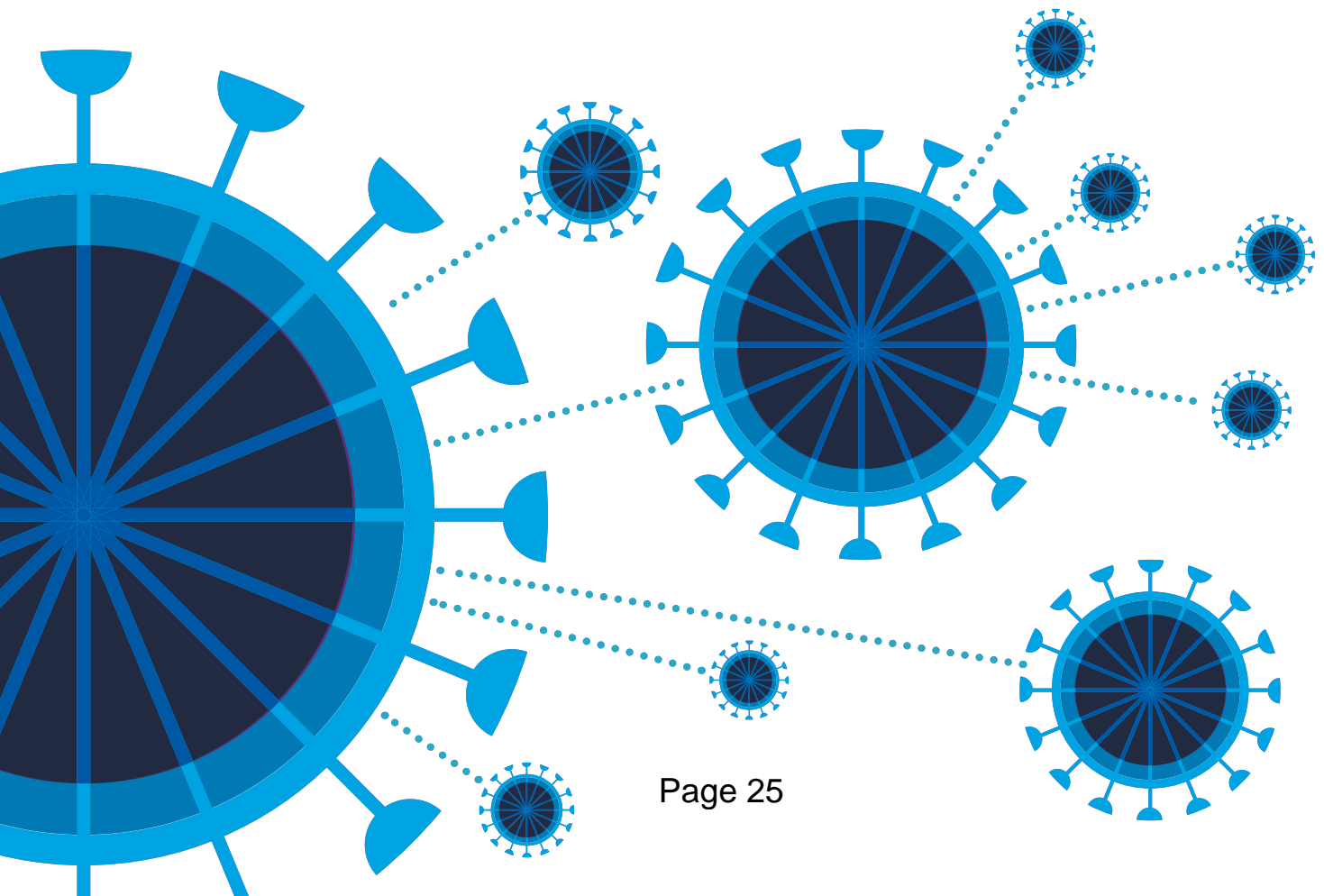
A series of background briefings on the policy issues arising from the Covid-19 pandemic

Covid-19 school shutdowns: What will they do to our children's education?

Andy Eyles
Stephen Gibbons
Piero Monteburno

A CEP Covid-19 analysis

Paper No.001



**Covid-19 school shutdowns:
What will they do to our children's education?**

CEP COVID-19 ANALYSIS

Andy Eyles, Stephen Gibbons, Piero Monteburno

May 2020

Summary

- Evidence from unexpected temporary school closures and reduced instruction time suggests school closures will reduce educational achievement, both in the short and long term.
- Children from disadvantaged backgrounds are likely to be affected more than others by school closures, with fewer family resources and less access to online learning resources to offset lost instruction time.
- In England, the total cost of the resources lost in each week of state school closure is more than £1 billion.
- Educational deficits from time lost to school shutdowns can be made up with additional hours of teaching when schools reopen, though schools might need to put back more hours than were lost and it may not be feasible to do this within the traditional school year.
- Compensating lost instruction time through additional resources, without additional hours, is likely to be even more expensive.

Introduction

The global outbreak of Covid-19 in 2020 has led to a range of measures to combat spread of the infection and prevent overload of health services, most contentiously, the ‘lockdown’ of society imposed by governments in many countries. The justification for closures of businesses, schools and restrictions on travel has been scientific advice on the potential benefits of reduced social contact on the speed of spread of the virus. But these restrictions have real and wide-ranging adverse social, economic and health impacts, which need to be discussed and quantified. Some of these costs may be temporary; others may be permanent. An important example which has potentially lifelong impact is the closure of schools which, if lengthy, could permanently impact the education and future lives of a generation of children.

School closures in England have partly coincided with Easter holidays, so only a few weeks of schooling might have been lost if schools open soon or have successfully moved to remote, online teaching (and some schools have remained open for key workers to provide child care). Still, re-opening for the majority of schools might be gradual and it would be no surprise if losing weeks of school contact time had some impact on children’s achievement. And if achievement is affected, so too might be employment, earnings and lifetime wellbeing. Can the academic literature tell us something more specific about how big an impact school closures will have and how different groups of children are affected?

Effects of unexpected shutdowns on educational achievement and earnings

Obviously, there’s been nothing recently like the Covid-19 pandemic from which we can learn directly. But researchers have studied the effects on students of other events that lead to temporary school closures, and the effects of changes in teaching schedules and length of school year. So, what can this work tell us? The picture on these unexpected shutdowns and changes of teaching time is not completely clear-cut, but the few studies available typically find quite large effects.

Looking at teacher strikes in Canada, Baker (2013) finds that school closures of ten days or more reduce achievement, with the biggest effects in maths. Standardising his results for the effect of a four-week (20 day) closure suggests we could expect students to lose out by the equivalent of half of a standard deviation in the distribution of achievement. This is roughly

like moving a middle-ranking child down to the bottom 30% of children. Johnson (2011), again on strikes and labour disputes in Canada, tells a similar story, with children from less-educated parents particularly affected. Belot and Webbink (2010) look at the effects of school strikes in French-speaking areas of Belgium in 1990 and find that French-speaking students who were of school age during the strikes end up with less completed years of education (around 2/3 to 3/4 of a year) than their counterparts in non-striking Flemish-speaking areas – again around 20% of a standard deviation in educational attainment, though the strikes here lasted for six weeks.

In 2011 and 2012, there was a wave of student protests and school closures in Chile affecting 205 schools and resulting in 8 million lost pupil days. In a unique study on the effects of school closures due to these protests, Montebruno (2020) finds ten days of lost schooling costs students around 13% of a standard deviation in achievement, rising to 24% for long closures of 50 days. To be sure, these lost days were somewhat self-inflicted, due to students occupying schools, and there could be many direct effects from revolutionary activity which might have nothing to do with school closures. But the impacts look broadly similar to those of strikes.

Another reason for temporary school closures is the weather, with ‘snow days’ causing many lost days in the US. Goodman (2014) studies the effects of snow, school closure and student absence in Massachusetts, where lost snow days reduce teaching time prior to the state’s annual tests (the snow days are typically made up after the tests). He finds no effect from closures, presumably because they are of short duration. Students do lose out from not attending school due to snow, but not when the whole school is shut down.

The link between better educational outcomes and subsequent employment and earnings suggests we would expect some impact from school closures on these outcomes. But the limited evidence available suggests that a dip in exam performance from less time in school need not map into inferior later life outcomes. Pischke (2007) uses reforms in West Germany in the 1960s that changed the length of the school year – reducing weeks in school for students in some states by 26 weeks over two years - without directly changing their years of completed schooling. Despite those with less instruction time having higher levels of primary school year repetition and being less likely to attend higher level secondary school streams, he finds no adverse impact on later labour market outcomes such as employment and earnings. Of course, these shorter school years were planned and would have been

accompanied by other organisational changes, so may not be easy to compare with unexpected enforced closures like those from Covid-19 lockdowns.

Online teaching and learning from home

During school closures, teaching may have continued in other forms. The availability of online learning platforms provides a way by which schools can substitute classroom instruction for instruction at home. There is currently no national policy on how schools should provide instruction while children remain at home and different schools will have different capacities to instruct children remotely. The OECD Programme for International Student Assessment (PISA) data provides a way to gauge how well schools can switch between classroom instruction and online learning. There are number of questions in PISA, asked of both students and principals, regarding the use of technology in a classroom setting. The question that comes closest to asking whether teachers will be able to use computers to instruct students remotely, is whether an online learning support platform is available. OECD (2020) analysis of the 2018 PISA data shows that around 65% of students in respondent UK secondary schools have access to online learning platforms. However, there is a steep socioeconomic gradient to this access. When looking at economically disadvantaged students, access falls to just over 40%. This is alarmingly low considering that over 70% of their more advantaged peers are reported to have the same access.

Even if students cannot work remotely, is it possible that parental instruction can substitute for time spent working in school. It has long been recognised by economists that parents will adjust educational expenditure and instruction time in response to the amount of educational inputs received elsewhere (Todd and Wolpin, 2003). Not only this, but parental instruction is estimated to be especially effective in raising attainment. Fiorini and Keane (2014) analyse time-use data in Australia and suggest that among activities on which children can spend time, time with parents on educational activities is the most effective at increasing cognitive skills. Houtenville and Conway (2008), look at a number of measures of parental effort and see how they correlate with attainment. Their findings suggest that parental effort is correlated with their children's attainment. This statistical relationship persists after controlling for a rich set of parental background characteristics, so does not appear to come from more affluent parents, with higher achieving children, putting in more effort. In a similar vein to OECD findings, both papers find a socioeconomic gradient with respect to instruction time with more educated parents spending more time with their children in

educational activities. On top of this, parents with more financial resources will certainly be better able to pay for online private tuition, from the wide range of services available from websites and tutoring agencies (Sutton Trust 2020). Evidence on the gaps that emerge between children during summer holidays also suggests that children with fewer parental resources will lose out during extended periods of closure (Cooper et al 1996).

Making up the achievement deficit

If the Covid-19 school closures do affect achievement, what can be done about it once schools re-open and what will it cost to make up the achievement deficit? The direct cost of the lost teaching inputs in the state sector alone is high at around £1 billion per week, given spending on state schooling in England is around £50 billion per year. What can be done to compensate?

Some options are already being put forward, including repeating entire years, though such an approach would be quite extreme, depending on how long schools remain closed.¹

An obvious low-cost solution would be to cancel the summer holidays and make teachers and students work throughout the summer to make up lost time, but such a move is unlikely to be popular with either teachers, parents or children.²

One more plausible alternative is to increase instruction time by extending hours on regular school weeks. How effective would such a strategy be? A number of studies have looked at changing instruction time on the ‘intensive margin’ in this way. Lavy (2015) uses international achievement data (PISA) to assess the link between subject specific instruction time and performance for 15-year olds. He finds that an additional hour per week, over the course of a school year, increases test scores by around 6% of a standard deviation, although there are diminishing returns to adding even more hours to each week. On that basis (and given the results on school closures discussed above), well over two additional hours per week might be needed over a year to compensate for each week lost to Covid-19. Less might do in England, since effects are bigger for developed countries with more ‘autonomous’ school systems, like that of England’s academy schools. Rivkin and Schiman (2015), extend Lavy’s study to assess the extent to which returns vary by classroom environment, finding that, perhaps unsurprisingly, that benefits differ by quality of the classroom environment.

¹ <https://www.tes.com/news/coronavirus-gcses-repeat-year-says-wilshaw>

² <https://www.thetimes.co.uk/article/school-summer-holidays-should-be-cut-to-four-weeks-hb0ckp098>

These findings suggest that schools would need to add back many more marginal hours within existing weeks in the school calendar, to compensate for blocks of time lost through closures. Again, this strategy is likely to benefit those already in better schools.

Another approach is to increase resources to schools to try to increase effectiveness without necessarily increasing instruction time. But there are mixed findings in the literature on the effectiveness of increasing school expenditure, with older studies finding limited impact. More recent studies looking at specific grants and funding gaps are more positive. The results in the most relevant study, Gibbons, McNally and Viarengo (2018) looking at funding differentials in England's primary schools, suggest it would take £1350 extra funding per pupil in a year to raise achievement by around 10% of a standard deviation. On that basis it would cost about £3.4 billion just to get the four cohorts of children in Key Stage 2 (age 7-11) back on track if they fell back by, say, 0.2 standard deviations as a result of a four-week shut down.

Final words

In conclusion, the best available evidence from the economics of education shows that, at least in the short run, the closure of schools is likely to impact on student achievement and the costs of putting this right are likely to be high. And this is before we start to think about the impacts of lockdown on children over and above school achievement, for example, on their mental health and physical health. Or the impacts from disruption to exams and progression to higher levels of education. There may be some benefits too, if a switch to online education encourages greater interaction with technology and more efficient teaching practice, but these benefits are as yet unknown and unquantifiable. It is also clear that children from more advantaged backgrounds attending schools where technology is in place to substitute for classroom teaching, and whose parents have both the time and skills to plug the deficit, are likely to be less adversely affected.

But instruction time is only one part of a larger picture. The economic burden faced by parents – both in terms of job loss and falls in income - will also affect the nation's children and will do so in an unequal manner. Ruiz-Valenzuela, 2015 and Rege et al. 2011 document the negative impact of job loss on attainment, while Dahl and Lochner, 2012 look at parental income changes and test scores. The total impact is likely to open up an even greater chasm between those attending outstanding schools, and who have access to parental resources, and those who are not so lucky.

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Children and Young People Scrutiny Commission 13th July 2020 Item 6 - Childcare Sufficiency Assessment	Item No 6
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Outline

Local Authorities are required to undertake a Childcare Sufficiency Assessment (CSA) every other year to ensure that there is adequate provision to meet the needs of local families. The CSA usually contains an assessment of early years provision and places available across the borough, the take up free early entitlement as well as providers' Ofsted ratings.

The CSA is a standing item within the work programme to ensure that the Commission has oversight of the capacity, quality and uptake of local childcare services.

Although a full CSA has not been possible this year due to the impact of Covid 19 the attached paper provides a snapshot of current position.

- Donna Thomas, Head of Early Years, Early Help & Wellbeing, Hackney Learning Trust
- Tim Wooldridge, Early Years Strategy Manager, Hackney Learning Trust
- Annie Gammon, Director of Education and Head of Hackney Learning Trust

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Overview & Scrutiny

Children & Young People Scrutiny Commission

Date of meeting: 13 July 2020
Title of report: Childcare Sufficiency Assessment and Snapshot of Current Childcare Market, March 2020
Report author: Donna Thomas, Head of Early Years, Early Help & Wellbeing
Authorised by: Annie Gammon, Director of Education

Overview & Scrutiny

Children & Young People Scrutiny Commission

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Snapshot of Current Position

1. This paper sets out the review of the local childcare market that was completed in March 2020. The review concluded that there was in March, sufficient childcare provision to meet local demand.
2. Since the completion of the review, the childcare market have experienced exceptional fragility culminating in uncertainty of future sufficiency and demand post Covid-19.
3. Settings were asked to close to the vast majority of children in March in response to efforts against Covid-19. They were encouraged to remain open to provide childcare to critical workers and vulnerable children. The Chancellor confirmed on 17th March that settings would continue to receive the early years entitlement funding for 2, 3 and 4 year olds. This offered some confidence.
4. By April, 57% (76 out of 133) childcare settings and 23% (41 out of 176) childminders (37% combined), remained open for eligible children. 57 childcare settings and 135 childminders suspended their business due to the impact of Covid-19 on the demand for childcare. This has had a significant impact on income.
5. Eligible settings utilised the opportunity to furlough staff through the Covid-19 Job Retention Scheme (CJRS) published 17th April. The CJRS was much anticipated with many having already furloughed staff in anticipation that 80% of salaries would be reimbursed. Eligible childminders claimed 80% of their average income over 3 years under HMI scheme for the self-employed.
6. Playgroups and independent settings with significant numbers of funded 2, 3 and 4 year olds, are unlikely to be adversely affected post Covid-19. They have continued to receive public funding expected to cover operational cost. Private nurseries in contrast who have marginal numbers of funded children remain dependent on income from fees for sustainability.
7. Maintained children's centres and schools were not eligible for the CJRS. They like the private sector have a significant shortfall in childcare income (£1.1 million March to June). This deficit is anticipated to increase the longer settings remain partially full. This is likely to impact on the future viability of children's centres, if the deficit is not recovered.
8. The DfE published guidance on 24th May, about the wider opening of early years and childcare settings from June. Since this time, settings have continued to open incrementally. Week ending 25th June, 223 settings (96 childcare settings – 72% and 79 childminders – 44%) (56% Combined), have opened supporting 3,620 children. 12 settings and 79 childminders have remained closed.

10 settings (5 children's centres, 4 private nurseries and 1 independent setting) have reported that they are unable to meet the demand for places, impacting 55 children. The Early Years service will continue to monitor this over coming weeks. The reduced capacity is as a result of not all settings being open, alongside having to accommodate children in smaller groups. However, from 20 June, restrictions on group sizes will be lifted, settings will no longer be required to keep children in 'bubbles' of 15 or less, in order to maximise capacity.
9. We understand from settings that some parents have deferred their child's return until September. Parents who previously required a full time place have reduced their hours to part time and others have divulged that they or their partner have been furloughed or have lost their income. The autumn term will evidence whether or not providers have bounced back from the current interruption after the cessation of the CJRS and LA discretionary grant - subject to eligibility.

Introduction

The local authority has a duty under the 2006 Childcare Act to:

‘secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children)¹’

This duty has been extended under the Childcare Act 2016 to include:

‘secure that childcare is available free of charge for qualifying children of working parents for, or for a period equivalent to, 30 hours in each of 38 weeks in any year’

The latter was an additional requirement implemented in September 2017 to the existing duty to ensure sufficient places to effectively deliver the free targeted and universal entitlements for two, three and four-year olds.

Childcare is defined in the 2006 Childcare Act as ‘any form of care for a child including education and any other supervised activity’. DfE guidance states that local authorities should take into account what is ‘reasonably practicable’ when assessing what sufficient childcare means in their area. Consideration should be given to the state of the local childcare market, the quality and capacity of childcare providers and childminders, the demand and supply in the area and the local labour market.

This report assesses the sufficiency of childcare in Hackney through a focus on the main themes of: demand for childcare, the supply of childcare places, the quality of care and the cost. Each of these themes will be discussed to determine the overall sufficiency of childcare, ensuring families are able to find appropriate childcare to enable them to continue with work and training. The report also looks at the strengths and weaknesses of the provision offered in Hackney at present.

Executive Summary

- There continues to be a sufficient supply of childcare provision to meet the needs of children requiring funded childcare places. Participation by providers offering 2, 3 and 4 year old funded places has increased further, improving access to these entitlements for children and families. To encourage and maintain participation, the Local Authority offers providers business support, workshops and training on the funding entitlements and online claims process.
- Hackney has maintained its position as a high performing borough in relation to national benchmarks for educational outcomes and inspection outcomes in maintained school provision. The quality of early years provision has continued to improve over the past year across provider types.
- The take-up of funded early education for 2 year olds in Hackney is slowly improving particularly when viewed against statistical neighbours. The slight increase in take-up during 2019 should be viewed in the context of significant reductions both regionally and nationally. Although take-up in Hackney remains below the national average it is now above the London average.
- The take-up of universal funded early education for 3 and 4 year olds remains consistent with previous years and is slightly higher than local regional comparators. Take-up of the extended hours entitlement continues to increase.

¹ Statutory guidance on Early Education and Childcare, effective from 1 September 2017. The wording of the 2014 statutory guidance, effective until this date, is identical.

- The supply of places for the extended entitlement (30 hours) is sufficient and continues to increase, exceeding local demand. There is no indication as yet that this increase has had any impact on provision and take-up of universal funded places or 2 year old funded places in Hackney which, as previously stated, continue to increase.
- The total number of early years childcare providers continues to increase as does the number of places available. The growth is both in day nursery provision and in childminding bucking the national trend of a fall in childminder numbers.
- The early years' population projections remain broadly unchanged. If current levels of childcare provision are maintained, overall demand for early years childcare should continue to be met. The school age population is expected to increase in 2023 but is not forecast to exceed the highest previous totals in 2016 and therefore there will still be sufficient school age childcare provision to meet any potential growth in demand.
- Childcare for children with special educational needs and disabilities (SEND) is available in Hackney. The number of early years children with SEND continues to increase in PVI settings and school nurseries, reflecting the growing demand for SEND services, support and appropriate childcare. The primary need for the majority of children requiring SEND support remains speech and language and communication and interaction. Support strategies are in place for early years childcare providers and SEND children in the form of an inclusion fund, SEND drop-in surgeries for providers and targeted support visits tracking individual children's needs. Awareness and understanding of the inclusion fund by providers has improved, reflected by the increasing numbers of inclusion fund claims and improved engagement with the Local Authority. The aim of the inclusion funding is to ameliorate need and enable children to access learning and the social life of the setting and to make progress across all the early learning goals. In all cases, progress and greater access has been reported.
- The average cost of childcare has increased slightly in group settings although remains significantly lower than London averages. The average cost of childminding has fallen since the previous CSA.

Demand for childcare

Population Numbers

According to the Office for National Statistics, the population of Hackney has increased from 273,526 in 2016 to an estimate of 279,700 in 2018. The Greater London Authority estimates the population of Hackney will grow to over 331,742 people in 2041.

Population of early years children

There are 21,878 children aged under 5 in the borough (source: GP registrations, January 2018)

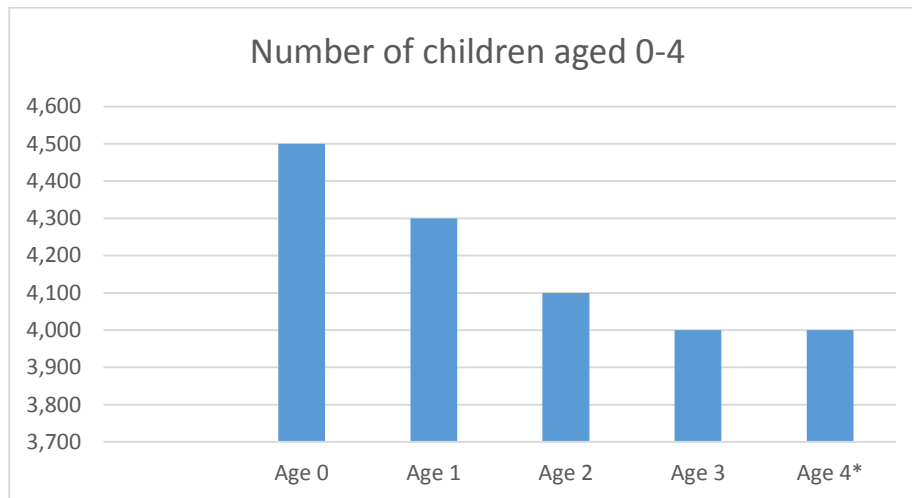


Table 1: Source - GP Registrations Jan 2018

Population of school age children

In total there are 30,307 children aged 5-16, attending a Hackney school. Table 2 provides a breakdown of the number in each year.

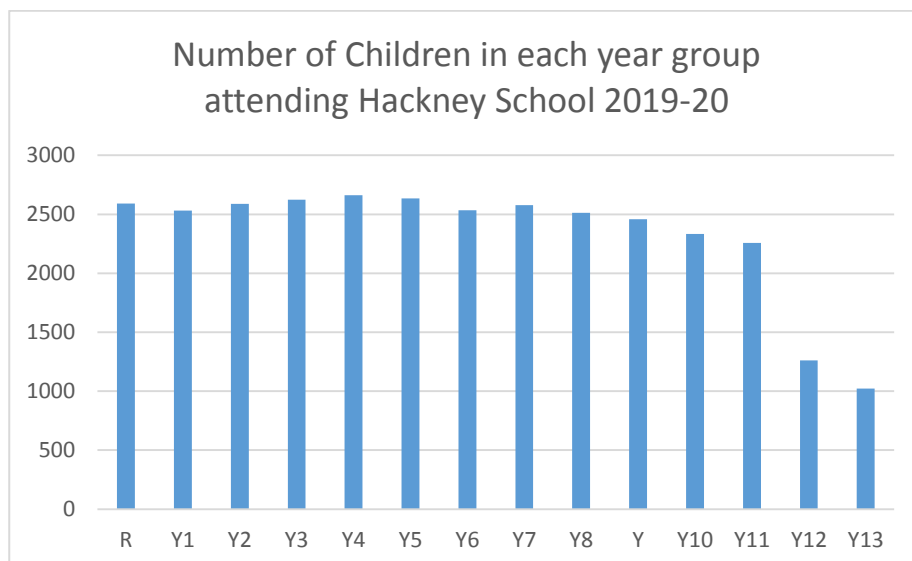


Table 2: Numbers of children in each year group (Source: GLA population dataset projections 2017)

The actual number of children accessing a school place steadily rose between 2013 and 2016 before falling year on year. The projections are for the primary school roll to continue to fall until 2023 before increasing again, however even by 2031 the numbers will not reach earlier highs.

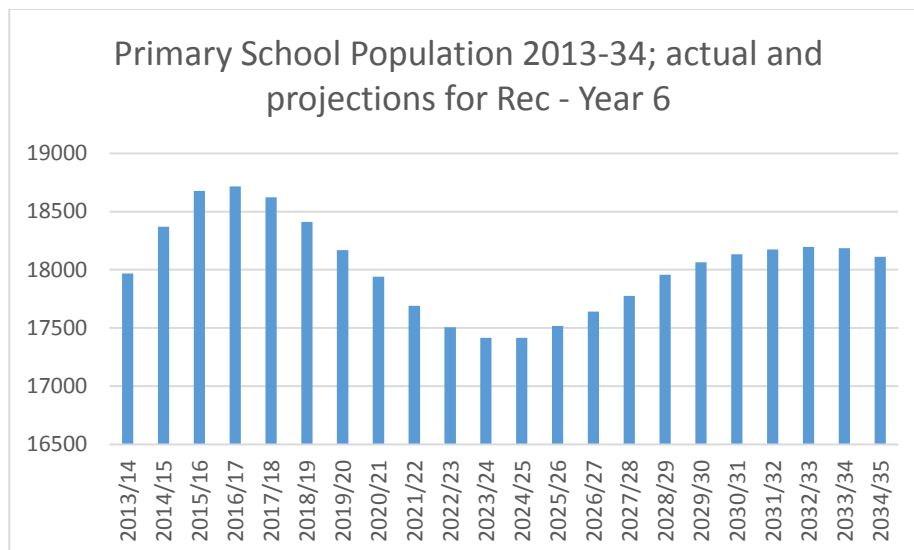


Table 3: Source: GLA population dataset projections 2017)

Number of children with special educational needs and disabilities

There is currently a total of 1926 active Education, Health and Care plans in Hackney. This is an increase of 119 since the previous Childcare Sufficiency Audit. When the SEND reforms were launched in 2013/14 the number of children with an EHC plan was approximately 1,300. A breakdown in numbers for Early Years, Primary and Secondary phase can be found below.

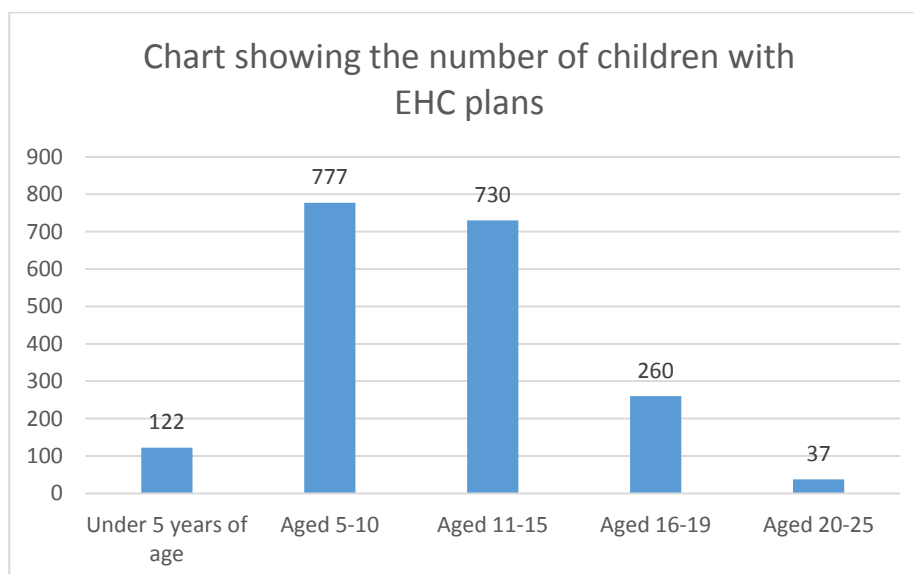


Table 4; Source: DfE SEN2 (2019)

SEND within Early Years

The Early Years Inclusion Funding is a budget to support children aged 3 or 4 years of age who have low level needs or emerging needs related to a Special Educational Need and/or Disability (SEND) and because of this require additional support. The fund is for children within PVI settings (including childminders) and school nurseries who require SEND support.

The number of claims received helps identify those children with SEND but who do not yet have an EHC plan within funded PVI provision. The Early Years Inclusion Fund has two main strands; An SEN Worker Scheme which is an annual grant awarded to settings to enable them to employ an additional worker to support the needs of children with SEND; and a Supported Child Care

Scheme where settings apply for funding on a quarterly basis for children with low level needs and emerging SEND and who require some additional targeted provision.

The number of claims has increased since the fund was introduced as marketing and awareness of the fund has broadened. In Jan 2020 the Inclusion Fund supported 179 children to access their 3 and 4 year old entitlements.

Hackney Local Offer

Local Offers are a description of local SEND processes, services and support and are a statutory requirement for all local authorities. Hackney's Local Offer website is an online resource providing a central point of information and advice, listing details of support services from partners in education, health and social care for children and young people between the ages of 0-25 with special educational needs and /or disabilities and their families. It also offers a central resource for professionals working with children to be able to reference and access up to date information needed to help support these families. The website is a shared duty for partners and was co-produced with local parent-carers and professionals with both groups remaining involved formally through a steering group.

Information about services and support are available across early years, education, employment and training, health, leisure and social care. Hackney's Local Offer website can be found here: www.hackneylocaloffer.co.uk

Awareness of the resource has steadily increased; in 2018-19 alone there were 280,454 pages viewed, roughly equating to 24,000 page views per month. Early Years settings are consistently in the top search results on the website.

A Coram review and subsequent report 'Improving information on childcare for children with Special, Educational Needs and Disabilities'² showed parents of children with SEND still have uncertainty about what support they can expect in regards to childcare and early years. Hackney undertook its own review with parents in December 2018 with follow up actions being to include SEND information about all Early Years settings' entries in the website's directory. This has been completed thereby enabling parents to identify the full range of options and support available in all Early Years settings.

Supply of childcare

Number of early years providers and places

In total, there are 364 childcare providers in Hackney. These include Childminders, nursery classes in schools and in Private, Voluntary or Independent settings (PVI's). Since the previous assessment, there has been a slight decrease in the number of registered Childminders (from 179 to 176) but an increase in the number of PVI's (from 125 to 133). The number of nursery classes in school remains the same.

Type of provision	Number of providers	Number of full time places for children under 5
Childminders	176	880
Nursery classes in maintained schools	53	2266
Nursery Schools	2	242
PVI's	133	5217

² <https://www.familyandchildcaretrust.org/improving-information-childcare-children-special-educational-needs-and-disabilities>

For private, voluntary and independent nurseries and childminders, the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, many providers choose to operate below their number of registered places. The table above records places for children who are attending full time, or for as many hours as the setting is open. In many cases however two or more children attending part time may use one full time equivalent place. For example, one child may attend in the morning and one child may attend in the afternoon. It should also be noted that the number of places can vary depending on the age of the children attending and how staff resources are deployed to ensure ratio requirements of adults to children are met.

The maximum number of full time places therefore across Hackney has increased from 8,460 to 8,605 full time early years childcare places.

Early Years vacancies

This table below records the number of full time vacancies reported by providers³. These places could be accessed by children who are attending full time, part time or for as many hours as the setting is open. In some cases, two or more children attending part time may use one full time equivalent place. It should be noted that the table below shows the vacancy rate only from the providers that responded to the survey. It should not be inferred that this rate is common across all providers.

Type of provision	Number of providers	Total number of returns	Total number of vacancies	Vacancies as a percentage total places available
Childminders	176	81	306	57%
Nursery classes in maintained schools	53	34	225	13%
Nursery Schools	2	2	4	2%
Private and Voluntary nurseries	111	82	1050	23%

Vacancy rates provide a snapshot, and often change rapidly. In March 2020 the overall vacancy rate at the providers and schools that responded, was approximately 22%. In some cases, providers may have a vacancy which is only available for a specific age group, or for a particular part-time arrangement. In summary however, both occupancy and vacancy rates illustrate that there are sufficient childcare places to meet the current demand for places across Hackney and any projected increase over the next ten years.

³ Figures obtained through FIS providers survey 1st March 2020

Number of school age providers and places

Funded early education

Introduction to funded education

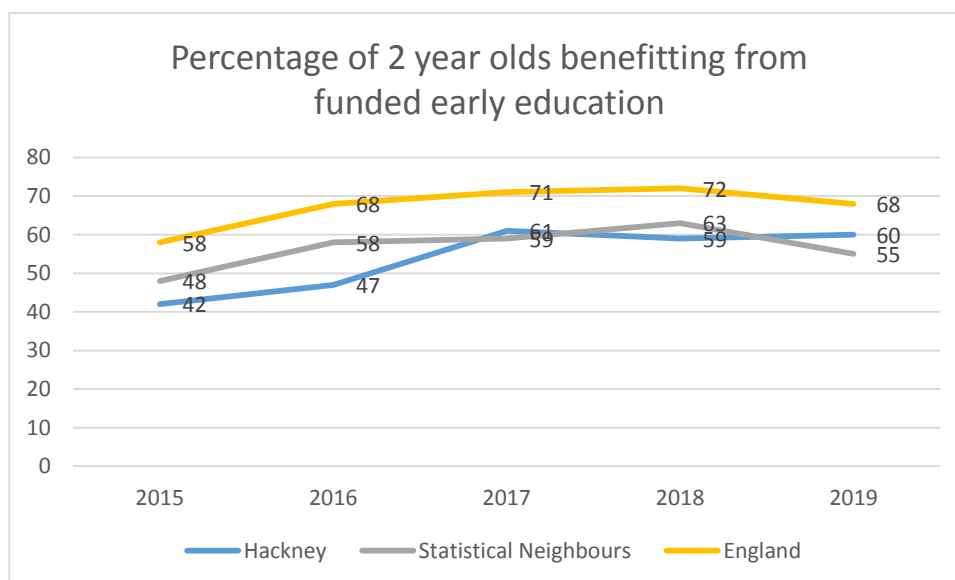
Some children are entitled to free childcare, funded by the government. These entitlements are for 38 weeks per year.

- All children aged 3 and 4 are entitled to 15 hours per week until they start reception class in school
- Children aged 3 and 4 where both parents are working, or for lone parent families where that parent is working, are entitled to 30 hours per week until they start reception class in school
- Children aged 2 whose families receive certain benefits (including low income families in receipt of in-work benefits), or those who meet additional non-economic criteria, are entitled to 15 hours per week. Nationally, about 40% of 2 year olds are entitled to this offer, but the proportion varies by area.

Parents do not have to use all the hours of their funded entitlement. They may choose to split them between providers. With the agreement of their provider, parents may also spread them across the year – for example, rather than taking 15 hours for 38 weeks a year they could take just under 12 hours for 48 weeks a year.

Proportion of 2 year old children entitled to funded early education

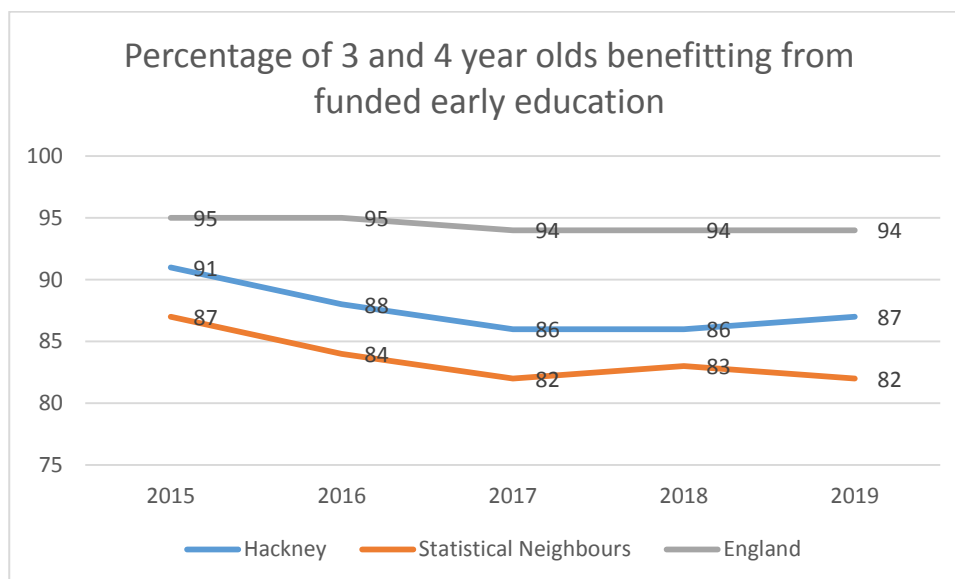
There has been a plateauing in the percentage of two year olds benefitting from funded early education over the previous three years however significantly, when compared with statistical neighbours and national outcomes in 2019, the percentage for Hackney held up as the percentage take-up fell in other local authorities. The total number of funded two year olds attending settings in 2019 was 1,239.



Source; DfE (2020) Local Authority Interactive Tool

Take up of 3 and 4 year old funded early education

In 2019, 87% of eligible 3 and 4 year olds accessed a funded place in a Hackney setting. This was a slight increase from 2018. The percentage uptake has been consistently higher than statistical neighbours although remains seven percent lower than national rates.



Source; DfE (2020) Local Authority Interactive Tool

Extended entitlement – 30 hours funding

Parents who think they are entitled to a 30 hour extended hours place apply for this online through the Government's Childcare Choices website: www.childcarechoices.gov.uk. The same website is used to apply for tax free childcare and parents can apply for either or both. If a parent is eligible, the system creates a code which they can use with their chosen childcare provider. If they are ineligible, they remain entitled to the universal 15 hours of early education and childcare. The table below shows the number of children accessing a 30 hours place in each term since the scheme began.

Term and year	Children in a 30 hours place in Hackney
Autumn 2017	1,020
Spring 2018	1,476
Summer 2018	1,639
Autumn 2018	1,458
Spring 2019	1,915
Summer 2019	2,038
Autumn 2019	

Evaluating the extent to which the scheme is accessed by all those who may be eligible is hard to quantify as there are no figures available showing the total number who meet the eligibility criteria, however, it is possible to ascertain the number of places taken up as a percentage of codes issued. Nationally, children in a 30 hours place as a percentage of codes issued varies between 87% and 93%. In Hackney, only in Summer 2018 did the figure fall below 100% and only then to 98% of the total number of codes issued.

Providers offering funded early education places

Providers are not required to offer funded places for two, three or four year old children however if providers do not, parents may choose to use a different provider. In Hackney, both maintained nursery schools and all nursery classes in schools offer both the 15hrs and extended 30hrs entitlement to parents.⁴

⁴ <https://www.gov.uk/government/statistics/education-provision-children-under-5-years-of-age-january-2019>

In addition 22% of schools, offer places for eligible funded two year olds, whilst an additional 20% of schools take children from their third birthday and claim for any eligible children for the final term before becoming entitled to the universal 3 and 4 year old funding.

Type of provision	Number of providers	Percentage offering 2 Year old funded places	Percentage offering 3 and 4 year old universal 15 hours	Percentage offering 3 and 4 year old extended 30 hours
Childminders	176	11%		
Nursery classes in schools	53	42%	100%	100%
Maintained nursery schools	2	100%	100%	100%
Private, voluntary and independent nurseries	133	72%	100%	80%

In the private, voluntary and independent sector, all providers offer free places for the universal entitlement and the majority of providers also accept eligible two year olds and the extended entitlement. It should be noted however, that some providers offer a restricted number of funded places according to the capacity of the setting.

There has been a significant increase in the number of childminders who offer funded places both for families with two year olds and three and four year old children.

Quality of childcare

Ofsted inspection grades

All childcare providers must register with and be inspected by Ofsted, who give them an overall grade for the quality of their provision. Childminders and private and voluntary providers are on the Early Years Register, and schools and standalone maintained nursery schools are on the Schools register. The grades for both registers are equivalent. Schools with nurseries have an overall inspection grade for the whole school and most also have a separate early years grade. Some settings are registered with the Independent Schools Inspectorate; these schools are also inspected by Ofsted.

Both schools and early years providers have four possible Ofsted grades: 'outstanding', 'good', 'requires improvement', and 'inadequate'.⁵ Some providers are still awaiting their first full inspection or have re-registered under new owners. These providers are excluded from our calculations.

⁵ For more information see <https://reports.ofsted.gov.uk/about-our-inspection-reports>

	% achieving a judgement of 'good' or 'outstanding'	
Type of provision	2018	2019
Childminders	97%	95%
Nursery classes in schools*	95%	94%
Maintained nursery schools	100%	100%
Private and voluntary nurseries	91%	96%
Independent schools*	38%	35%

* Early years grade is recorded if available, otherwise overall school grade is used

There have been slight changes between 2018 and 2019. The percentage of 'good' or 'outstanding' provision with childminders and in nursery classes in schools has fallen while the percentage of private and voluntary nurseries either 'good' or 'outstanding' has improved.

National and regional comparisons

Hackney continues to perform well alongside London and national comparators.⁶ Childminders and nursery classes in maintained schools have a greater percentage of good or outstanding provision while private and voluntary provision, despite improvements since 2018, remain slightly lower than national measures.

	% achieving a judgement of 'good' or 'outstanding' (2019)		
Type of provision	Hackney	London	England
Childminders	95%	92%	95%
Nursery classes in schools	94%	93%	87%
Maintained nursery schools	100%	97%	98%
Private and voluntary nurseries	96%	97%	98%

Cost of Childcare

Information about the cost of childcare, outside the funded entitlements, is reported to Hackney Learning Trust by providers.⁷ Information is collected on average prices per hour, per day and per week. It should be noted that providers often offer reductions for longer hours, or discounts for siblings however, parents may be expected to pay for additional items including meals, nappies and activities which are not included in these prices.

⁶ Ofsted childcare providers and inspections as at 31 March 2019: London & England

⁷ Figures obtained through FIS providers survey Sept – Oct 2019

The table shows the average price per day, per week and for childminders only, per hour for the different types of Early Years provision

	Private, voluntary and independent nurseries	School and maintained nursery schools which make charges to parents	Childminders
Children aged 0 and 1 year old	£63 per day £297 per week	£59 per day £262 per week	£8.45 per hour £70 per day £352 per week
Children aged 2 years old	£59 per day £283 per week	£55 per day £267 per week	£8.30 per hour £69.14 per day £344 per week
Children aged 3 and 4 years old	£55 per day £267 per week	£52 per day £236 per week	£8.10 per hour £67.65 per day £337 per week

The average cost of childcare in Private, Voluntary and Independent settings has increased since the previous Childcare Sufficiency Assessment; since 2018 the average cost per day for a child under two has increased from £59 to £63 while the average cost for three and four year olds has increased from £54 to £55. The average cost per day for a childminder has fallen slightly from £71 per day to £70 per day for a child under two and from £70 per day for a three and four year old to £67.

Comparisons with the national cost of childcare suggest prices in Hackney PVI settings remain, on average lower on all counts than the averages of our statistical neighbours while the cost of childcare with a childminder is higher than London averages.⁸

⁸ <https://www.familyandchildcaretrust.org/childcare-survey-2019>

Methodology: sources of data

- Number of children: based on GLA population projections from the London Data Store.
- Children with EHC plans: based on data from DfE SEN2 (2019)
- Supply of childcare: based on data provided by Ofsted, headcount returns from providers and EY census information
- Vacancy rates: obtained through providers survey, phone calls, internet searches and through regular local authority requests for vacancy information.
- Funded early education: data on take up of funded early education entitlements is based on the Early Years and Schools Censuses, which are taken every January and published by the Department for Education in the statistical collection Education provision: children under five years of age. Internal funding headcount data is also used. Data on entitlement to a funded early education place for 2 year olds is provided by the Department for Work and Pensions and published by the DfE on the Local Authority Interactive Tool
- Quality of childcare: data on childcare quality is provided by Ofsted.
www.gov.uk/government/collections/early-years-and-childcare-statistics
- Cost of childcare: Information is obtained from providers through an annual survey and comparisons made with data collated by the Family and Childcare Trust.

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Children and Young People Scrutiny Commission 13th July 2020 Item 7 - Outcome of school exclusions update	Item No 7
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Outline

The Commission is in the process of concluding its work on the outcome of school exclusions. A verbal update on the emerging conclusions to be provided to the Commission.

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Children and Young People Scrutiny Commission 13th July 2020 Item 8 - Work Programme 2020/21	Item No 8
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Outline

The latest version of the work programme for the Commission is attached for information.

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Overview & Scrutiny

Children & Young People Scrutiny Commission Work Programme June 2020 – May 200

Meeting 1	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<u>Meeting Date: Monday 15th June</u> Deadline for reports: 1 st June 2020 Publication Date: 5 th June 2020	School Admissions – September 2020	<ul style="list-style-type: none"> • Marian Lavelle, Head of Admissions and Pupil Benefits, HLT • Annie Gammon, Director of Education and Head of HLT 	
	Impact of Covid 19 and recovery plan. (i) Service update from Children and Families Service and Hackney Learning Trust (ii) The impact of Covid 19 on the emotional health and mental wellbeing children and young people.	<ul style="list-style-type: none"> • Anne Canning, Group Director Children, Adults & Community Health • Sarah Wright, Director of Children and Families Service • Annie Gammon, Director of Education • Amy Wilkinson, Integrated Commissioning Programme Director for CYP & Maternity Services 	
	New CYP Work Programme for 2020/21	<ul style="list-style-type: none"> • 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
<u>Meeting</u> <u>Date:</u> <u>Monday 13th</u> <u>July</u> Papers deadline: 1st July 2020 Agenda dispatch: Friday 3rd July 2020	Childcare Sufficiency	<ul style="list-style-type: none"> • Donna Thomas, Head of Early Years and Childcare • Tim Wooldridge, Early Years Strategy Manager • Annie Gammon, Director of Education 	
	Impact of Covid 19 - education, attainment gap and educational inequalities.	<ul style="list-style-type: none"> • Dr Rebecaa Montacute, Sutton Trust • Chris Brown, Principal, Bridge Academy • Richard Brown, Executive Head, Urswick School • Jane Heffernan, Executive Head, Cardinal Pole School • Annie Gammon, Director of Education 	
	Outcome of school exclusions – update emerging conclusions	<ul style="list-style-type: none"> • Martin Bradford, Scrutiny Officer / Commission 	
	CYP Work Programme 2020/21	<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 8th September Agenda dispatch Friday 28 th August 2020 Papers deadline: Tuesday 24 th August 2020	Impact of Covid 19 and recovery plan. Theme to be confirmed.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Annual Question Time with Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care. (TBC)	<ul style="list-style-type: none"> Cllr Anntoinette Bramble 	<ul style="list-style-type: none">
	Outcome of School Exclusions - Final Report		
	CYP Work Programme 2020/21	<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 HiH scrutiny commission – integrated commissioning

Meeting 3a	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
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10th October 2020	Update on integrated Commissioning - Children, Young People and Maternity Work-stream	<ul style="list-style-type: none"> Anne Canning, Group Director, Children, Adults and Community Health Amy Wilkinson, Work-stream Director 	With Health in Hackney
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Meeting 4	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<u>Meeting Date: Monday 2nd November 2020</u> Agenda dispatch: Friday 23rd October 2020 Papers deadline: Tuesday 20th October 2020	Children and Families Service Bi-Annual Report to Members Full year to April 2020 To include financial monitoring for Children and Families Service.	<ul style="list-style-type: none"> Anne Canning, Group Director, CACH Sarah Wright, Director of Children & Family Services 	
	Impact of Covid 19 and recovery plan. Theme to be confirmed.		
	CYP Work Programme 2020/21	<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
<u>Meeting Date:</u> <u>Monday 7th December 2020</u> Agenda dispatch: Friday 27 th November 2020 Papers deadline: Tuesday 24 th November 2020	Annual Question Time with Cabinet Member for Cabinet Member for Families, Early Years and Play	<ul style="list-style-type: none"> • Cllr Caroline Woodley 	
	Impact of Covid 19 and recovery plan. Theme to be confirmed.		
	CYP Work Programme 2020/21	- Scrutiny Officer	- To review and monitor progress.

Meeting 6	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<u>Meeting Date: Tuesday 12th January 2021</u> Agenda dispatch: Monday 4 th January 2021 Papers deadline: Wednesday 23 rd December 2020	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 	
	Unregistered Educational Settings -Update 2	<ul style="list-style-type: none"> • Anne Canning, Group Director, Children, Adults and Community Health • Annie Gammon, Director of Education • Rory McCallum, Senior Professional Adviser, CHSCB 	
	Impact of Covid 19 and recovery plan. Theme to be confirmed.		
	CYP Work Programme 2020/21	Scrutiny Officer	- To review and monitor progress

Meeting 7	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<u>Meeting Date:</u> <u>Monday 8th February 2021</u> Agenda dispatch: Friday 29th January 2021 Papers deadline: Tuesday 26th January 2021	Impact of Covid 19 and recovery plan. Theme to be confirmed.		
	Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4. (TBC)	<ul style="list-style-type: none"> • Stephen Hall, Principal Adviser Primary, HLT • Anton Francic, Principal Secondary Adviser, HLT • Tim Wooldridge, Early Years, HLT 	(If not April's Agenda)
	CYP Work Programme 2020/21	Scrutiny Officer	<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
<u>Meeting Date: Wednesday 28th April 2021</u> Agenda dispatch: Tuesday 20 th April 2021 Papers deadline: Thursday 15 th April 2021	Children and Families Service Bi-Annual Report to Members April 2020-September 2020 - to include financial monitoring data.	<ul style="list-style-type: none"> Anne Canning, Group Director, CACH Sarah Wright, Director of Children & Family Services 	
	Impact of Covid 19 and recovery plan. Theme to be confirmed.		
	CYP Work Programme 2020/21	Scrutiny Officer	To review and monitor progress

Standing Items		
Election of Chair	<ul style="list-style-type: none"> Commission 	Postponed - AGM until 2021
School Admissions	<ul style="list-style-type: none"> Annie Gammon, Director of Education Marian Lavelle 	Scheduled 15 th June 2020
Childcare Sufficiency	<ul style="list-style-type: none"> Annie Gammon, Director of Education Donna Thomas, Head of Early Years 	Scheduled 13 th July 2020
Children and Families Service Bi-Annual Report to Members	<ul style="list-style-type: none"> Anne Canning, Group Director, CACH Sarah Wright, Director of Children & Family Services 	Scheduled November 2 nd 2020 and April 28 th 2021
Annual Report City and Hackney Safeguarding Partnership	<ul style="list-style-type: none"> Jim Gamble, Chair of the City and Hackney Safeguarding Children Board Rory McCallum, Senior Professional Adviser 	Scheduled January 12 th 2021
Annual Question Time with Cabinet Member for Cabinet Member for Families, Early Years and Play	<ul style="list-style-type: none"> Cllr Caroline Woodley 	Scheduled December 7 th 2020
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 September 8 th 2020
Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.	<ul style="list-style-type: none"> Stephen Hall, Principal Adviser Primary, HLT Anton Francic, Principal Secondary Adviser, HLT Tim Wooldridge, Early Years, HLT 	Scheduled February 8 th 2021

Review Items		
Outcomes of Exclusions – (TBC)	Martin Bradford, Scrutiny Officer	Update - July 2020, final report September 2020
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 	January 12 2021
Recruitment and retention of foster carers	A brief update to be provided in November 2020 presented alongside Children's Social Care Annual Report	

One off Items agreed from 2019/220		
Action Plan arising from Ofsted Inspection	<ul style="list-style-type: none"> Anne Canning, Group Director, Children, Adults and Community Health, LBH Sarah Wright, Director of Children & Family Services 	To be agreed.
Young Futures Commission - final report	<ul style="list-style-type: none"> Rohney Saggar Malik, Young Futures Commission 	To be agreed.
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 	Not taken in 2019/20
Mental Health & Well Being Strategy	<ul style="list-style-type: none"> Amy Wilkinson, Managing Director CYP and Midwifery of Integrated Commissioning 	To be agreed. Chair / Vice Chair meeting with Integrated Commissioning Team

Child Friendly Borough SPD - Update	<ul style="list-style-type: none"> • Katie Glasgow, Senior Adviser Planning Policy 	
Support for LGBT+ children and young people in school in Hackney (Update)	<ul style="list-style-type: none"> • Annie Gammon, Director of Education 	
Hackney Schools Group	<ul style="list-style-type: none"> • Eleanor Schooling, Independent Chair • Annual Report - Autumn 2020 	
SEND (i) Performance (ii) Recovery Plan	<ul style="list-style-type: none"> • Nicholas Wilson / Alison Farmer, Head of High Needs and School Places • Annie Gammon, Director of Education 	
Reducing the attainment gap between Black African, Black Caribbean, Turkish and Kurdish boys and their peers.	<ul style="list-style-type: none"> • Annie Gammon, Director of Education 	
Reducing the attainment gap of children attending PVI settings at EYFS	<ul style="list-style-type: none"> • Annie Gammon, Director of Education 	

Policy areas identified for possible scrutiny from the consultation process in June 2019 and not taken in 2019/20 work programme.

A further consultation with key stakeholders will take place in summer of 2020.

Mental health: What are the drivers for increasing mental health usage among young people? How effectively are services respond to these preventatively?	Review / One off – discursive item	
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Are there any inequities in the way that young people access services - how can these be redressed?		
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 pollution, road safety and access to green spaces; Food poverty - ability of parents to clothe and feed children).	One off – discursive item	The Poverty Strategy is being taken at Scrutiny Panel in April 2020. The Panel will 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)	
Childhood obesity (healthy weight) - update on local strategy - effectiveness of local interventions.	One-off item	



Children & Young People Scrutiny Commission July 13 th 2020 Item 9 – Minutes & Matters Arising	Item No 9
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Outline

Attached is a draft set of minutes from the following meetings:

January 27th 2020
February 24th 2020
March 11th 2020
May 20th 2020
June 15th 2020

Matters Arising

There were requests for further information from the meeting held on 15th June 2020 which will be provided to members before the 13th July.

Action



The Commission is asked to:

- Agree the accuracy of the minutes
- Note the Matters Arising

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London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Monday, 27th January, 2020

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

Chair	Councillor Sophie Conway
Councillors in Attendance	Cllr Margaret Gordon (Vice-Chair), Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Clare Joseph, Cllr Clare Potter and Cllr Caroline Woodley
Apologies:	Cllr Sade Etti, Cllr Katie Hanson, Cllr Sharon Patrick and Cllr James Peters
Co-optees	Justine McDonald, Luisa Dornela, Shabnum Hassan, Jo Macleod, Ernell Watson, Shuja Shaikh, Michael Lobenstein and Raivene Walters
In Attendance	<ul style="list-style-type: none">• Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care• Cllr Christopher Kennedy, Cabinet Member for Early Years, Families and Play• Anne Canning, Group Director, Children, Adults and Community Health• Sarah Wright, Director of Children and Families Service• Annie Gammon, Head of Hackney Learning Trust and Director of Education• Andrew Lee, Assistant Director, Hackney Learning Trust• Jim Gamble, Independent Chair, City & Hackney Safeguarding Children Partnership• Rory McCallum, Senior Professional Adviser, City & Hackney Safeguarding Children Partnership• Lisa Aldridge, Head of Safeguarding and Learning Partnership• Shaba Dachi, Contextual Safeguarding Service Manager
Members of the Public	2
Officer Contact:	Martin Bradford  020 8356 3315  martin.bradford@hackney.gov.uk

Councillor Sophie Conway in the Chair

1 Apologies for Absence

1.1 Apologies for absence were received from:

- Cllr Sharon Patrick
- Cllr Sade Etti
- Cllr James Peters
- Cllr Katie Hansen
- Graham Hunter

1.2 Apologies for lateness were received from

- Cllr Margaret Gordon
- Cllr Clare Potter

2 Urgent Items / Order of Business

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

3 Declarations of Interest

3.1 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;
- Justine McDonald, was a Headteacher at local secondary school;
- Jo McLeod was a Governor at a local school in Hackney.

4 Children & Families Service - Ofsted Inspection Outcome (19.05)

4.1 In November 2019, Hackney Children's Services was inspected under the Ofsted Inspection of Local Authority Children's Services (ILACS) framework. The outcomes of this inspection were published in December 2019. The overall judgement for this inspection was that Hackney Children's Social Care 'Requires Improvement'. The service was previously judged as 'good' in 2016.

4.2 The Ofsted inspection report made 6 recommendations for improvement:

1. Quality of information sharing by partners and decision making within strategy discussions.
2. The assessment of the impact for children of living in neglectful environments to inform authoritative and child-centred practice;
3. The quality of assessments and planning for children subject to private fostering arrangements;
4. Timeliness and effectiveness of pre-proceedings work, including the quality of contingency planning;
5. The welfare of children who are missing education or who are home educated is safeguarded;
6. The effectiveness of management oversight by leaders and managers at all levels including the effectiveness of oversight from child protection chairs.

4.3 A response from the Cabinet member for Children, Education and Children's Social Care was presented to the Commission which highlighted key points below:

- Children and Families Service staff had been working hard to improve services since the outcome of the focused visit by Ofsted in February 2019, thus the results of this full inspection were disappointing;

- Local children and families should be reassured that the council was committed to improving Children and Families Service over the next two years, where there was an aim that the it would be assessed as 'good' in 12 months and 'outstanding' within 2 years;
- Both Officer (Leadership & Development Board) and Member Oversight Board's would be established to oversee and drive improvement across children's social care and would be chaired by the Mayor (with the Cabinet Member) and Chief Executive (with Group Director) respectively;
- Children and Families Service had already begun to reassess those areas of practice highlighted for improvement by Ofsted (as in 4.2) and changes had been implemented. A more detailed action plan was being developed in response to the inspection outcomes which would need to be agreed with Ofsted;
- It was recognised that the improvement required would be challenging given the level and complexity of needs locally, but the Council would work both corporately and with other local agencies to improve provision.
- In developing the corporate response, members would be given the opportunity to have an induction to Children Families Service to help improve awareness of the services it provides and the challenges it faces. To bring greater insight into local practice, there would also be an opportunity for members to 'walk the floor' and for CYP Scrutiny Commission members to observe some practice scenarios.

4.4 The Group Director for Children, Adults and Community Health presented to the Commission and highlighted the following key issues.

- The Children and Families Service acknowledge that the Ofsted inspection demonstrated that some areas of the service were not as good as should be expected, but that there was a service-wide commitment to improve provision for local children and young people. Given the complexity of ensuring that young people are effectively safeguarded, there would be no simple solution to the service improvements required.
- It was noted that work had already begun to improve local systems and practice which was building on the development work from the Ofsted focused visit, and that an action plan was in development which would be shared with the Commission when available.
- Whilst not wanting to distract from those services areas that required improvement, the inspection also highlighted a number of areas of good practice which included support to care leavers and services for children in need.
- It was reiterated that there would be a corporate response to the Ofsted inspection which would acknowledge the council-wide commitment to developing an outstanding children's social care service.
- The council had engaged an external partner who had worked with a number of large local authorities to provide challenge and scrutiny to service development and improvement. This external partner would also be able to provide reassurance to members, Chief Executive and the wider Child Safeguarding Partnership on progress being made within the service.
- Other external challenge would be provided through work with other children and families services across London, where sub-regional groups were working collaboratively to improve quality assurance such as modelling care thresholds and case decisions.

4.5 The Commission noted that information sharing between partner agencies was an area identified for improvement. What barriers were there to multi-disciplinary working to support local children and young people?

- The main partners for Children and Families Service were Health and the Police, both of which have faced a number of organisational pressures. Local police command has been merged with another neighbouring borough to create one central command. The safeguarding service now runs across both boroughs and has taken a while to bed-in.
- Ofsted had highlighted that in one case, disclosure of police information at an earlier stage might have brought a speedier and more decisive intervention from Children and Families Service. Whilst police were present at the initial case discussion, they may not always have all the information necessary to support a holistic assessment at that time, thus new checks were being put into the system to escalate information requests where these were not available. The key issue for effective safeguarding, is not necessarily about partner presence but the quality and level of information they are able to provide into the assessment.
- Whilst the Children and Families Service, Health and Police partners do not share IT systems, key officers are co-located to facilitate information sharing. But as information is held across all three IT systems, it was acknowledged that it can take time to bring this information together for effective case management. As a safeguarding partnership, there has to be clear guidance and standards for the provision of information provision, and effective processes to escalating information requests where these fall short.

4.6 A lack of management oversight and internal challenge was highlighted as a key area for improvement. What management changes would be made to improve oversight of case management and how would this be cascaded through the service?

- This was an area which the Children and Families Service has been working to improve, and whilst there had been progress there were still inconsistencies in practice which had been identified by Ofsted. It was recognised that there was a need to assess why internal quality assurance systems had not picked up inconsistent practice, and that measures to rectify this would form part of the action plan. The service had to be confident that managers had sufficient resources and confidence to offer clear and effective oversight of cases whilst ensuring that practitioners were professionally accountable.
- There has been a lot of work to improve quality assurance (QA) systems for oversight of case management. The most significant improvement is that managers now had better access to quantitative data which is provided in a dashboard. Performance data was also now routinely reported back to practitioners.
- Management at all levels were expected to be responsible for practice oversight and QA. A Consultant Social Worker heads up the basic social work unit to provide oversight of a small team of social workers and front-line practitioners. There were a number of checkpoints built into case management processes to ensure timely assessment and interventions, with additional checks for high risk cases. The Children and Families Service triangulates data from a number of sources that contribute to improved QA processes which included complaints data, audits and feedback from children and families and partners.

4.7 How did the service go from a 'good' rated service to 'requires improvement'?

- This is a complex area of work and it was difficult to identify any one thing that has led to this and resulted in a lower rating for the children and Families

Service. Whilst it was acknowledged that there were increased society wide pressures on children and families which is causing them to present with ever more complex needs, there was an acceptance that the service needed to improve service standards to better support local children and families. There was also a need for a more detailed understanding of the support that front-line practitioners required to deliver services to these standards, knowing the challenging circumstances in which they work.

4.8 The report highlighted inconsistency in practice, does the unit model of social work in operation in Hackney allow sufficient opportunities for reflection and exchange of good practice?

- The Children and Families Service operates a unit model in which a team of 2-3 social workers is headed up by a (practicing) Consultant Social Worker. It was acknowledged that some units were larger (5-6 social workers) though work was in train to reduce the number of these. Units meet weekly to discuss case management issues, and managers attend these meetings monthly to observe practice. Other members of the senior leadership team will also attend these unit meetings periodically. Consultant Social Workers have also started to work together to audit cases across units which provides insight into each units practice

4.9 Are there any plans to review the management and leadership structure in light of Ofsted inspection assessment? Ambitious targets have been set for the service to be judged as 'outstanding' within two years, does the Council have the right management team to do this?

- The Chief Executive will look at the resources needed to support the Children and Families Service in the improvement required, and will also review management support at this time.

- Senior officers had confidence in their colleagues in the Children and Families Service and that they were committed to developing and improving services. Additional external scrutiny would be provided through the external partner to provide additional assurance of service improvement to the Executive. This would provide an assurance that appropriate priorities and actions were identified by Children and Families Service.

4.10 Will the external partner report to Overview & Scrutiny and to newly established Oversight Boards?

- There will be an expectation that the external partner will be reporting to both the Chief Executive and Member Oversight Board. There is a new governance structure being developed to oversee improvement, which will of course include the role of CYP Scrutiny Commission within that.

4.11 One of the criticisms of the Ofsted inspection was that practice was too often parent or family focused rather than child focused. What work is planned to ensure that the views of children are systematically captured and that practice is more focused on the lived experience of young people? What are the barriers for children to participate in their care planning and care reviews?

- There is a commitment in the action plan to improve the voice of the child in care planning and ensure that there was authentic engagement of children and young people in wider processes. Whilst there were examples of good practice, it was clear that this was not consistent.

- The Children in Care Council had been reinvigorated and provided with additional support via the Virtual School. It was accepted that such improvement should have taken place earlier but that progress had been made.
- Young people's involvement in Child Protection Conferences was very sensitive as this process often involved assessments about the parenting that they have received. In other aspects of the Children and Families Service, practitioners have been very creative in the way that they engage young people - it was noted that that Looked After Child case reviews are planned and led by young people and their carers. An additional Children's Rights Officer had also recently been appointed to engage and represent the views of children.

4.12 Getting the Children and Families Service to move to an 'outstanding' rating in the next 24 months will require a significant investment by the Council. Has future funding been secured for this ambition?

- The resources needed to support this ambition for the Children & Families Service is still being worked through, but both the Mayor and the Chief Executive have made clear that keeping children safe is one of the most important jobs of the council.

4.13 In its work with unregistered settings and exclusions, the Commission has highlighted lack of oversight of children missing education, particularly those in Elective Home Education (EHE). This was also identified as an area for improvement in the Ofsted inspection, how does the Children and Families service plan to respond?

- There is a specific situation in Hackney where a large number of children are supposedly in EHE but are in fact receiving education in an unregistered setting. This is a nationally acknowledged issue. When a child is moved to EHE, the school notifies the local authority who seeks assurance from the parents that this child will be in receipt of an appropriate education. Numbers entering EHE locally have risen sharply in the past 12 months due to the closure of a local educational establishment, and there is some work taking place to ensure that we do have the resources to go through these cases in a timely way. It was noted that the identification and oversight of some children was problematic, given that families were sometimes reluctant to engage with the authority.

4.14 Whilst the Children and Families Service had developed innovative practice in a number of areas (e.g. contextual safeguarding), has this distracted the service from the day-to-day service delivery of children's social care?

- In an ideal world, there has to be innovation to ensure that practice is constantly refreshed and updated. After the focused visit, the Children and Families Service reviewed and discontinued some service initiatives. Some initiatives such as the Safe and Together project for improving work with families affected by domestic violence, were too important and critical to social work practice for them to be discontinued. The way forward was to achieve a balance between innovation and commitment to quality general social work practice.

4.15 The Ofsted inspection noted that there had been a deterioration in the Disabled Children's Service (DCS), with delays to assessments identified which had impacted on children's ability to access education. Can the services explain how the service has fallen back and what is planned to remedy this?

- There has been a significant focus on this service in the past year, in particular, to develop the social work element of that service. The DCS had been

disaggregated from the SEND team and moved to the Children and Families Service in April 2019 where there was greater oversight of safeguarding practice.

- It was acknowledged that there had been a backlog of assessments in the DCS which with additional staff input, was now being reduced. Support assessments were also being reviewed to make sure that disabled children were in receipt of the correct package of care.

4.16 How is the Children and Families Service supported by the Housing Needs service, particularly for those young people requiring care placements aged over 16 years. Are children in care prioritised within Housing Needs?

- The Children's Leadership and Development Board which will be established to oversee improvement in the Children and Families Service is a corporate board, therefore officers from the Housing Needs team will be present. There are a number of tenancies which are ringfenced for care leavers each year (18 per annum). In addition, there was also a commitment to support foster carers who may need to move into larger accommodation to support additional looked after children (4 per annum). This being said, the commitments were small given the wider pressures on housing stock in the borough.

4.17 When will the action plan be ready for publication and what role do you envisage that CYP Scrutiny Commission will play in monitoring that plan?

- Whilst the exact arrangements were for discussion between the Cabinet member and this Commission, it was envisaged that the Member Oversight Group will report back to CYP Scrutiny Commission. There will be a forward plan for the Members Oversight Group which will inform the Commission of further areas of scrutiny it may wish to undertake. Updates and progress on the action plan can be brought back to this Commission.

- Whilst a draft action plan had been developed, Children and Families staff have not been fully consulted on the proposals and the service would be reluctant to share this until these proposals have been verified and agreed by them. It was very important that staff feel actively consulted and involved in this process. A fully agreed action plan needed to be with Ofsted by the end of March 2020, and although a full draft would not be ready for the 24th February (next meeting of CYP Scrutiny Commission), a completed draft would be shared with the Commission in March for comments.

Agreed: That the action plan in response to the Ofsted Inspection would be shared with the Commission in with the comments of the Commission to be submitted to the Children and Families Service before the submission deadline.

The Chair thanked officers for attending and responding to members of the Commission.

5 City & Hackney Safeguarding Children Partnership - Annual Report 2018/19 (19.45)

5.1 The annual report of the City and Hackney Safeguarding Children Partnership (CHSCP) is presented each year to the Commission as part of its oversight role. The Independent Chair of the Safeguarding Partnership presented the 2018/19 Annual Report to the Commission, highlighting key points as set out below:

- The strategic alliance of local safeguarding partners (health, criminal justice and children's social care) remained strong, despite ongoing austerity and service reorganisations.
- The criminal justice systems have been subject to multiple reorganisations, including the separation and subsequent re-merging of the National Probation Service and the Community Rehabilitation Team. This had impacted on the ability of this service to invest in frontline personnel, particularly when services were spread over a larger geographic area.
- The Clinical Commissioning Group, in particular the role of the Designated Doctor and Designated Nurse, had continued to play a critical role in the local safeguarding partnership.
- There had also been structural changes to local policing (introduction of dual borough command) which had impacted on the continuity of police representation at meetings at both strategic and operational level. This had inhibited the level of information sharing that was required and the CHSCP had provided challenge to this.
- There had been lessons learnt from assessing how the CHSCP sought to quality assure how the safeguarding partnership supported each other, thus whilst it was clear that police had attended meetings of the safeguarding partnership, the granularity of the information provided (detail and the timeliness) was not always consistent.
- As the Ofsted inspection had identified, the early help and prevention work of the authority is exemplary as demonstrated by the work of local Children's Centres, Multi-Agency Teams and the Wellbeing and Mental Health Service (WAMHS). More work was needed to understand the nature of young people's vulnerability however, particularly how this intersects with key determinants (for example poverty, geography) to better enable services to identify children at risk earlier and provide them with support that they might need.
- New safeguarding arrangements were introduced in Hackney in September 2019. As part of this reorganisation the Independent Chair was now the Independent Safeguarding Commissioner with a 'right to roam' and was able to bring an enhanced level of scrutiny to the safeguarding partnership, and to ensure that partners were adhering to the lessons learnt and action plans that resulted from quality assurance and investigative work.
- The health and wellbeing of staff remained a key local priority, in particular their ability to deliver an effective safeguarding service under pressure. In this context, it is important to understand the workload pressures of front-line staff and how they are supported. The Hackney social work model is somewhat different to other authorities, and at times it was difficult to penetrate what level of support was provided.
- There was good application of local thresholds for social care support, where children in immediate need of care were given help in a timely fashion.
- There had been increased reporting to the Local Authority Designated Officer (LADO) to whom local concerns about those working with children are reported, which would suggest better awareness of these issues and improved local reporting systems.
- Under new safeguarding regulations, the local safeguarding partnership would be identifying all those out of school settings (e.g. sports clubs, youth clubs, arts and social clubs) which are 'relevant agencies' which would require them to adhere to statutory safeguarding principles and practice (e.g. safeguarding self-assessments and audits).

- Finally, the safeguarding partnership was always reflecting on how it can improve the voice of the child in developing improved safeguarding arrangements and was testing out new methods to reach and engage different communities of young people, particularly those who had been in contact with care and support services.

Questions

5.2 Are there any themes in the Serious Case Reviews or Multi Agency Reviews which you think should be brought to the attention of this Commission? Are there new or emerging areas of concern which present a safeguarding risk to young people in Hackney?

- The safeguarding partnership will shortly be publishing Serious Case Reviews which will deal with two young people who took their own life. In addition, the partnership is also currently undertaking two serious case reviews on serious youth violence and one in relation to neglect. A further case review is assessing a very complex case of gang affiliation and criminal exploitation of a young man.

- Analysis of these cases had revealed some interesting influences and patterns in the use of digital technology. It was apparent that digital technology was being used to coerce and control young people into criminal exploitation such as county lines. It was also clear that there were similarities of the digital footprint of young people at risk of self-harm, which may inform future interventions by partners.

5.3 As the wellbeing of staff is a key priority, are Hackney children's social worker caseloads sustainable and are they different to other boroughs?

- It is difficult draw comparisons on local caseload data because the Hackney Unit Model of social work was substantively different to other boroughs. This was in part due to the role of the Consultant Social worker (who leads up the unit) and the degree to which they were an active practitioner as this would affect the average caseloads of social workers in that unit.

5.4 How effective were early help teams – Multi Agency Teams in identifying and supporting children in need?

- There is much good work taking place to provide early help to young people. There was however, always more that could be done to help early identification of vulnerable young people. One area of interest locally was how to facilitate further insight into safeguarding processes from local housing services. Whilst the incorporation of housing representatives on to the local safeguarding partnership board had been beneficial, a more systemic engagement across housing services was required and this was a work in progress.

5.5 Given the concerns highlighted around neglect in the recent Ofsted assessment, how can children be more visible and heard in local safeguarding processes?

- The partnership was looking at what tools or models can be used to develop more authoritative practice to challenge 'Start Again Syndrome' (an ongoing cycle of where an improvement in the child's situation is followed by reduced agency oversight but yet followed by further deterioration in the care of the child). More importantly however, was the need to develop awareness of the wider partnerships understanding of what child neglect looked like and to improve such referrals into children's social care. In this context, a local conference had been held on neglect to help engage and improve understanding of this issue in the safeguarding partnership agencies.

5.6 Whilst there have been many plaudits of early help provision in the authority, why is it that many of the young people entering local care systems are adolescents?

- Whilst it is apparent that some children that have received early help do not go on to need social care later in adolescence, it should be recognised that some children are subject to very complex influences which may impact on their vulnerability as they grow older. Children can also be influenced by issues outside the family, such as gangs which can to young people seem to offer friendship, a sense of belonging and association. To a young person this may outweigh the negative impacts of gang membership.

- Early help will not prevent every child from slipping through the net because part of the process of growing up means being influenced by adults who are not their parents. This is something that that Contextual Safeguarding Project is looking at. Analysis of local early help services such as the MAT and Young Hackney revealed that this does lead to improved outcomes for young people. If services did not exist, then there would probably be more young people emerging in the care system with more complex needs.

5.7 How will the local safeguarding partnership support the Children and Families Service in responding to the outcomes of the Ofsted Inspection?

- The safeguarding partnership has a good relationship with the Children and Families Service which is robust where and when it needs to be. This will continue where the partnership will not only continue to be curious and challenging to Children and Families Service, but will also identify how other agencies in that partnership can contribute to this improvement.

5.8 Is there any association between those young people who have been integrated into the UK from countries of conflict and youth violence? What support is available to help young people deal with the trauma that they may have experienced and to adjust to new surrounds?

- There are a number of issues that the locality is assessing at the moment in relation to gang culture, because when violence becomes normal and when people come from an environment where violence is normal, violence can become the default position. It was acknowledged that more work was needed to investigate the context of serious youth violence and the appropriate support for young people.

The Chair thanked the Independent Commissioner and officer for attending and responding to questions from the Commission.

6 Unregistered Educational Settings - Review Update (20.30)

6.1 The Commission undertook an in-depth review into unregistered educational settings in Hackney in 2017/18 and an Executive response received in September 2018. At the last meeting when this issue was considered (April 2019), the Commission noted that there had been some progress in developing safeguarding systems for improve assurance for safeguarding in unregistered settings, but the Commission agreed to continue to monitor this item to ensure that the Council continues to prioritise and make progress in this important piece of work

6.2 Officers reported that this continued to be a priority for the Council and Hackney Learning Trust (HLT) in particular. It was noted that HLT continues to inform the Department for Education of those educational settings which are operating illegally, whereupon Ofsted will inspect these establishments to determine if they were a school or not. If settings were identified as a school by Ofsted they would be required to register as Independent School and subject to regulation within that sector or close.

6.3 The Commission's report of 2 years ago made 10 recommendations for the Council, including the need to develop a local strategy on how it will work with unregistered settings and to lobby government for improvement in the enforcement framework for unregistered schools. There is still no effective legal enforcement of unregistered settings and the council and safeguarding partnership continues to lobby central government to bring unregistered settings in to tighter regulatory control. Whilst there had been progress for some recommendations, progress against other recommendations had been more challenging.

6.4 Officers highlighted that the lack of legal definition as to what constitutes a school was hindering enforcement, and that no agency had the authority to close any setting down which was not a school. In the local context, Yeshiva in the Orthodox Jewish Community were not considered to be a school but an out of school setting which both local and national enforcement partners little authority to close. It was estimated that there are about 23 such settings locally, though it was not clear if these were unregistered settings, Yeshiva, or satellites of Yeshiva.

6.5 The local authority had safeguarding responsibilities as well as a duty to ensure children were in receipt of an appropriate education. Whilst there may be some acceptance of the need for improved safeguarding arrangements, there was a level of anxiety within the community that this might encroach on the teaching and curriculum in Yeshiva. As a consequence, some parents and settings were mistrustful of the local authority and would not cooperate.

6.6 In line with the recommendations of the Commission's report, officers indicated that further confidence building measures would be needed with the Orthodox Jewish Community to bring further improvement in safeguarding measures. A number of developments have been made in this respect:

- In recognition that there was a movement of young people between local registered independent schools and unregistered settings, HLT was working with local independent schools (many of which were Orthodox Jewish faith schools) to help build contact and identify ways in which they could be supported;
- Interlink had been engaged to help bridge the gap with the community and to set up a Headteacher Leadership Forum for local Independent Schools;
- Establishment of SENCO provision for local boys' and girls' schools in the independent sector.

6.7 All schools irrespective of setting, had a duty to inform the local authority as children move off-roll or who enrol on the school's register. HLT has an On/Off-rolling officer who liaised with schools so that there was a better understanding of which children were off-rolling and their destination afterward.

6.8 HLT notified the Commission on the work it was undertaking in Out of School Settings, which included sports clubs, social clubs and faith groups. Out of School Settings has been audited to ensure that there were adequate safeguarding policies and practices in place and that they were compliant with safeguarding processes. Interlink had been commissioned to engage with local Yeshiva to help develop and improve systems to improve safeguarding of children in these establishments (e.g. audits).

6.9 Aside from HLT, Ofsted and DfE, a number of partners were also involved in the regulation of unregistered educational settings including planning, housing, fire authority and police. In this context, it was important to develop a coordinated and consistent approach to ensure that enforcement work was joined up and that there was effective sharing of information and intelligence across this partnership.

Questions

6.10 The co-opted member representing the Union of Orthodox Hebrew Congregations noted that there were two perceived problems, the lack of safeguarding in Yeshiva and the narrowness of the curriculum taught in in these settings. Whilst the UOHC did not represent synagogues or schools, it had been given reassurance that there were appropriate safeguarding systems within Yeshiva (they were HSE compliant and that staff were DBS checked). There were genuine fears that the authorities were trying to influence the nature of the curriculum in Yeshiva, which was not acceptable to the community. The Co-opted member requested that the Independent Commissioner of the Safeguarding Partnership lobby central government to allow Yeshiva to follow their own curricula.

- The Independent Commissioner of the Safeguarding Partnership indicated that whilst he respected the UOHC, he did not share its confidence that all staff at Yeshiva were DBS checked and that there were safer recruitment practices. This was because the Safeguarding Partnership did not have line of sight with the Yeshiva or children that attended, so it was therefore impossible to gain assurance of any safeguarding processes that may or may not be taking place.

- It was previously understood that there had been an agreement between the Safeguarding Children Partnership and the Orthodox Jewish Community to separate off the two issues of safeguarding and the curriculum in Yeshiva and that there was an agreement to establish a committee with community representatives to develop mutually agreed safeguarding arrangements. The Orthodox Jewish community had stepped back from this agreement however, when it was realised that this not a 'quid-pro-quo' arrangement where agreement on improved safeguarding at local Yeshiva would remove expectations around the curriculum. It was stated that safeguarding was not negotiable, and the renewed effort would be applied to help bring a resolution to this issue. Under the Children and Social Work Act, all such settings will be designated as relevant agencies and therefore be expected to act as a statutory body and comply with safeguarding regulations. Given that this was an ongoing problem over many years it was reiterated that there must be progress to effectively safeguard children in these settings.

6.11 Aside from Yeshiva, the Commission enquired whether was sufficient regulatory oversight at other out of school settings to have some confidence or assurance in safeguarding arrangements?

- HLT reported that there is now additional capacity to work with out of school settings such as Cubs, Brownies and Sports Clubs to ensure that they had appropriate safeguarding systems in place.
- The Safeguarding Partnership reported that all out of school settings were designated at 'relevant agencies' and therefore had a duty to cooperate and comply with local safeguarding requirements. These agencies are provided with support help compliance. This is a new requirement however, so naturally there is a concern as to how well such out of school settings will respond.

6.12 To what extent is Hackney working with other local authorities to lobby central government for legislative change?

- Pre-election, the Government had made a commitment to introduce legislation. The Safeguarding Partnership would continue to press for change on this issue however, to ensure that this remained a priority for the new Government. A national conference had been held by the Local Government Association at which representatives from Hackney were significant contributors. The conference had helped to share good practice and to identify an agreed path forward to lobby central government.

6.13 How was the safeguarding partnership working with other partners to improve the visibility of young people attending unregistered settings?

- This local authority had taken a lead in this nationally and had developed local partnerships with other agencies to raise awareness of their role in identifying and regulating unregistered settings. Local agencies, such as the police, fire service and planning authority were effectively sharing information and working together effectively.

Agreed: A further update on unregistered settings would be provided within the 2020/21 Commission work programme.

The Chair thanked officers for attending and responding to questions from the Commission.

7 Contextual Safeguarding (20.50)

7.1 The London Borough of Hackney and the University of Bedfordshire have worked in partnership to jointly develop and implement a whole system approach to Contextual Safeguarding since 2017. The Commission has requested an update on this project, to understand more about the concept of this work and how this will influence and improve safeguarding practice across Hackney.

7.2 Officers presented a summary of the Contextual Safeguarding (CS) Project which was being introduced to improve safeguarding for young people who experience harm outside the family home in Hackney.

- The Children and Families Service were provided with innovation funding to implement the theory of contextual safeguarding into practice and to develop tools and processes which can be used by other local authorities that wished to adopt this approach to improve safeguarding.
- Contextual safeguarding expands upon traditional notions of safeguarding where identified risks to the child are centred around the family, to acknowledge that as the child grows into adolescence there are a growing number of external influences which impact on safeguarding (for example at school, in their local neighbourhood, on-line and among their peer groups).

Whilst in many cases these are all very positive influences, there are on occasions where these present a safeguarding risk.

- After investigating, developing and testing the contextual safeguarding approach, it is now being embedded in local practice. The CS project had developed guidance for implementation of contextual safeguarding principles and a toolkit had also been developed for use by other local authorities to use this approach.

Questions

7.3 What advice would you give to members trying to engage young people in a local ward forum to support their understanding of some of the local issues that young people face?

- Hopefully there would be some existing youth provision in the locality, and the first step would be to involve these organisations who have the skills to engage young people in the community. This organisation would most likely have existing knowledge of and relationships with local young people. In addition, local youth services would also work with other partner agencies supporting young people which could extend the reach and potential involvement of young people.

7.4 How do you ensure that the voice of the child heard in the contextual safeguarding approach?

- It was important to recognise the context in which you are engaging young people and to adapt strategies accordingly. The contextual safeguarding project has undertaken focus groups, surveys and peer-led engagement to facilitate the voice of the child. In secondary schools, surveys have not only been undertaken with young people, but have also been used to consult teachers and parents not only to corroborate issues emerging from young people, but also to obtain further insight into young people's experiences.

7.5 A number of local schools have been greatly impacted by knife crime and in particular robberies, how is contextual safeguarding being used to support these children?

- To use an example from similar work that had taken place on a local estate where there had been problems with local robberies among young people, a number of strategies had been deployed to improve safeguarding of young people:

- Improved data collection and intelligence to understand the nature of the problem and young people's concerns;
- Engagement with local stakeholders and community representatives to build trust and relationships;
- Planned training and development opportunities to help young people manage and respond to risks.

7.6 As the project is just 8 weeks away from completion, the Commission enquired how the outcomes and learning were being embedded across social work practice to ensure that there was a legacy from this work? Also, was there sufficient finance to support the further roll-out of this initiative?

- At the end of March 2020, external funding will cease and the project team will come to an end. There has been a systems transformation group which has led implementation of the safeguarding approach. The management group within the Children and Families Service had taken ownership of the practice tools, approaches and thinking for contextual safeguarding. A number of contextual

safeguarding champions had also been developed to upskill other social workers and youth workers in this approach. A number of workshops had also been set up to improve awareness and understanding of partner agencies. All the project tools and guidance were available online for staff use across Hackney and in other local authorities.

- A safeguarding Vulnerable Adolescents Unit was being set up to offer specialist and intensive support to young people and their practitioners, particularly in those circumstances where young people find it difficult to engage and to lead in aspects of contextual safeguarding work.
- There was a small amount of underspend which would be used to further embed this work into local practice.

7.7 Are there any plans for an independent assessment of the Contextual Safeguarding Project?

- The University of Sussex has been appointed by DfE to evaluate contextual safeguarding. Additional funding is being sought to enable the university to undertake a longitudinal follow up survey.

Agreed: that a further update from the Contextual Safeguarding project would be taken in the next CYP Scrutiny Commission work programme in 6 months' time (to be taken as part of the Children's and Families Social Care Annual Report)

The Chair thanked officers for attending and responding to questions from the Commission.

8 Children and Young People Scrutiny Commission - 2019/20 Work Programme (21.20)

8.1 There are a number of changes in respect of the planned work programme for 2019/20:

- The April 28th meeting has been rescheduled to May 12th 2020.

8.2 Members were reminded to submit questions for Cabinet member for Families, SEND and Play in readiness for the 11th March meeting 2020 by January 29th 2020.

8.3 Whilst the Commission has yet to decide on the review topic for 2019/20 it was agreed that this would take place on Thursday 30th April. The Commission were of the view that it would like to focus the planned in-depth review within children's social care as this may assist the council in its response to the Ofsted inspection outcomes. There were a number of areas which the Commission were considering:

- The context of the neglectful environment and how decisions are made;
- Why so many adolescents were entering the care system and what could be done to prevent this?

8.4 It was agreed that the nature of the review would require further refinement which could then be discussed with the Group Director of Children Adults and Community Health and the Director of Children and Families Service.

9 Minutes of the Previous Meeting (21.30)

Monday, 27th January, 2020

9.1 Minutes of the 15th January (Making Hackney a Child Friendly Borough) were not ready for distribution within this agenda. They will be included within the next agenda.

10 Any Other Business



10.1 There was no other business. Date of the next meeting was 24th February 2020

End 9.55pm

Duration of the meeting: Times Not Specified

London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Monday, 24th February, 2020

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

Chair	Councillor Sophie Conway
Councillors in Attendance	Cllr Margaret Gordon (Vice-Chair), Cllr Sade Etti, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Clare Joseph, Cllr Katie Hanson, Cllr Sharon Patrick, Cllr James Peters, Cllr Clare Potter and Cllr Caroline Woodley
Apologies:	Justine McDonald
Co-optees	Graham Hunter, Luisa Dornela, Shabnum Hassan, Jo Macleod, Ernell Watson, Aleigha Reeves and Raivene Walters
In Attendance	<ul style="list-style-type: none">• Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care• Cllr Christopher Kennedy, Cabinet Member for Early Years, Families and Play• Anne Canning, Group Director, Children, Adults and Community Health• Annie Gammon, Head of Hackney Learning Trust and Director of Education• Dr Sandra Husbands, Director of Public Health• Ciara Emmerson, Headteacher, Haggerston Secondary School• Jo Riley, Headteacher, Randal Cremer Primary School• Pauline Adams, Head of Service, Young Hackney• David Wright, Health & Wellbeing Team Leader, Young Hackney• Peter Bachev, Health & Wellbeing Outreach Worker, Young Hackney
Members of the Public	3
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Councillor Sophie Conway in the Chair

1 Apologies for Absence

1.1 Apologies for absence were received from:

- Justine McDonald (Co-opted member)

1.2 Apologies for lateness were received from

- Cllr Margaret Gordon
- Cllr Clare Potter
- Cllr Ajay Chauhan
- Annie Gammon, Director Education
- Shuja Shaik

2 Declarations of Interest

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

- Cllr Peters was a governor at a local special school;
- Graham Hunter was a governor a Primary Advantage Federation
- Jo McLeod was a Governor at a local school in Hackney.

3 Urgent Items / Order of Business

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

4 New Relationship and Sex Education (SRE) guidelines for schools (19.05)

4.1 The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. It will also be compulsory for all schools to teach Health Education from September 2020. The purpose of this item was to develop assurance on the preparedness of local schools ahead of the introduction of the new RSE guidelines and to assess if further support is needed to meet these requirements ahead of September. Hackney Learning Trust (HLT)

4.2 As with all such statutory changes in schools there has been wide ranging consultation and engagement about the changes, which has enabled both local authorities and schools time to prepare for the changes in the RSE curriculum. It was suggested that the levels of awareness among local schools was high as RSE curriculum changes had been discussed at local school engagement forums including those with Head Teachers Group, Deputy Head Teachers Group and School Governors.

4.3 In the last 18 months more detailed development work had been undertaken within both primary and secondary PSHE Forums, which had focused on creating new programmes of study and sharing good practice and learning. Schools were also directed to the PSHE Association (recognised experts in this area) to help them plan and develop the RSE curriculum and for the provision of specialist training.

4.4 Additional support has been provided to primary sector as often the PSHE coordinator role is shared with other school responsibilities. A virtual network was set up among primary schools to help them share documents, and HLT invited the PSHE Association to provide a training session which was well attended. The PSHE Association also provided a training session for local

SENCO coordinators to support the development of the RSE curriculum to children with special educational needs or disability (SEND).

4.5 It was noted that all schools had been contacted in 2019 to identify if further help or support was needed ahead of the introduction of RSE guidelines in September 2020. It was understood that given that the new guidelines did not represent a significant change, many schools were already delivering aspects of the new PSHE curriculum, and HLT were confident that schools were prepared for the changes ahead.

Young Hackney – Health & Wellbeing Team

4.6 Young Hackney Health and Wellbeing Team deliver supplementary Relationship and Sex Education, Relationship Education and Health Education to primary, secondary and special schools across Hackney. This programme of training has been available for 3 years, and the service has worked with most schools across the borough. Excluding sessions in Young Hackney hubs and in alternative education providers settings the number of sessions delivered in schools has risen substantially over the past 3 years:

- 2017/18 - 716
- 2018/19 – 1,042
- 2019/20 – 1,200.

4.7 The HB Service offers training on a wide range of topics, which include:

- Consent and the Law
- Gender & Sexuality
- Pornography
- On-line Safety
- Teenage pregnancy.

4.8 Whilst the HWB service provides direct training support to local schools and educational settings, training was also provided to local teachers and other education support staff to support their delivery of the PSHE curriculum in schools. It was noted however, that take up of teacher training was low with just 4 sessions being delivered in the current year (2019/20). The service was aware however, that local teachers had taken up training offered by PSHE Association via HLT.

4.9 Parental engagement was an important part of the work of the HWB team to ensure that parents and carers understood the teaching aims and objectives of PSHE topics. A total of 24 training sessions had been held for parents at which 466 parents of children in primary, secondary and other educational settings had attended.

4.10 Schools have an important role in helping children navigate the increasing complexity of the world in which they live, both on-line and off-line. The HWB service aims to complement schools teaching in which schools can request a programme of PHSE support or teaching on specific topics. All services are provided free of charge to schools as the service is commissioned by the Public Health Service in Hackney.

Haggerston Secondary School

4.11 Changes to the PSHE curriculum were discussed at Hackney Headteachers Conference some time ago, and a member of the teaching team was assigned a

leadership role in implementing the new requirements with the Headteacher. The school had drawn extensively on the resources available through the PSHE Association to update curricula content and teaching, and the teaching of PSHE was expanded from 2 to 6 drop down days across each year group. Dedicated PSHE sessions were supplemented with occasional school wide teaching (assemblies).

4.12 The new curriculum has been trialled in the current year (2019/20), to identify if there are any resource issues and to ensure the right balance between in-house and external resources, so that any adjustments can be made in preparation for September 2020. These sessions have been evaluated with teaching staff and students so the programme can be refined for this coming year.

4.13 There has been more parental engagement in setting up this new PSHE programme with more detailed information provided to parents on what their children are being taught in the new curriculum. The feedback from parents is that this had been reassuring and no issues had arisen this year.

Randal Cremer Primary School

4.14 Relationship education is not taught separately as a more naturalistic approach is preferred by the school, and was therefore taught across the curriculum alongside other PSHE topics. Sex education was provided in a dedicated week of teaching, though parents were able to withdraw their child from these sessions if they so wished. This would also be the case in the new PSHE guidance.

4.15 Parental engagement was critical to successful delivery of RSE teaching as it helped parents to understand the nature of the curriculum and what their children would be taught. It also allowed an opportunity for the school and teaching staff to dispel any myths about RSE, and encourage parents to look at the wide range of families in which children were supported. The approach of the school was to emphasise that relationship education was fundamentally about being kind and looking after each other.

4.16 As awareness of the new PSHE curriculum increased however, some challenge from parents was expected. On the whole, Primary Schools have good relationships with parents, where communication with parents was strong and that there were genuine trusting relationships between the school and parents. The school was particularly mindful to improve awareness of parents who had English as an additional language, consequently the PSHE curriculum had been produced in a number of community languages to improve accessibility and understanding of what was being taught.

Questions

4.17 What proportion of parents opted their children out of the sex education teaching at Randal Cremer? What conversations were had with parents that chose to exclude their children?

- When the sex education component was taught, approximately 4-5 children were withdrawn from each class (of about 30 children). The school required parents to put the request to withdraw from the sex education class in writing. The school were accepted parental choice in this respect as sex education was not a compulsory part of the PSHE curriculum in primary schools.

4.18 How helpful was the guidance in resolving any tensions between equality strands in the teaching of Sex and Relationship Education?

- The secondary school responded, that whilst it would always be helpful to have more definitive guidance, the approach of the school to teaching PSHE topics was perhaps more important than the level of detailed guidance. It was noted that the school chose to deliver RSE through dedicated drop-down character days as this allowed a more holistic and sensitive way to deliver personal and complex teaching to children. Character days enabled children to be taught in smaller classes and sometimes in same sex groups which enabled teachers to explore subjects sensitively and which helped facilitate pupil discussion.

- It was also important to remember that SRE and PSHE teaching does not take place in isolation, and that there is a wider complementary range of support and interest groups which are available to young people available through the school.

- The HWB of Young Hackney also offered regular drop-in sessions at every secondary school across the borough, which provides children additional opportunities to discuss and explore topics discussed in SRE and wider PSHE curriculum.

- HLT noted that whilst there were limitations to the guidance, it should be noted that the guidance was statutory which provided a much clearer direction to schools than existed before. Overall, it was felt that this was a positive contribution which could assist schools in this complex area of teaching.

4.19 How confident are we in Hackney that schools are prepared for the new SRE guidance ahead of 2020?

- The Cabinet member responded that HLT was confident that schools had engaged with the new guidance for SRE positively and had undertaken a lot of preparatory work ahead of September 2020. It was noted that the Mayor and Deputy Mayor had written to all schools in Hackney reassuring them of the support of the Council and to encourage them to be bold in their planning and approach to this important area of the curriculum. Whilst parents may withdraw their child from sex education parts of the RSE curriculum, the relationships component is compulsory for all students and this was an important step forward.

4.20 What knowledge or understanding does HLT have of the approach that local schools have taken to delivering SRE to pupils across both primary and secondary?

- HLT indicated that there was much greater awareness around the delivery model for SRE in secondary schools than in primary schools, but there is some detail on the approach taken in every school. It was understood that schools were generally utilising a range of in-house specialist teachers with input from external agencies (e.g. Young Hackney) to deliver SRE programmes.

4.21 Whilst it was really encouraging to note the backing for schools provided in a letter from the Mayor and Deputy Mayor, what preparations have been made to respond to concerns made by parents or groups of parents who might object to the new guidelines? Has there been any preparations to support schools in any such eventuality?

- The Cabinet member noted that there had one isolated incident at one local school which resulted from a comment made on Twitter. Officers from HLT had supported the school in responding and this case had been resolved. All schools should be aware that there is corporate support for schools to help them respond to such issues as they arise.

- HLT noted that whilst there was no definitive plan, given the preparatory work undertaken it was confident that the relationship that schools had with local school improvement partner networks will help them to respond to issues should they arise. It was also confident that there were mechanisms for reporting issues back to the council should a more corporate response be needed.
- The HWB team noted that within the new guidance, LGBT relationships were not to be taught as a one-off item, but integrated across the curriculum and taught alongside other forms of relationship.
- The Group Director indicated that the council was experienced in dealing with challenging issues and would be able to set up an effective support plan for schools at short notice. It was also emphasised that HLT had good relationships with local schools and that schools clearly understood the Council's and members position on this subject.

4.22 Do parents have an opportunity to observe SRE teaching in local schools?

- The primary school responded that whilst parents were not invited to observe actual SRE lessons, they were informed about the programme of study, including what issues were covered in each lesson. Parents would have the opportunity to talk to the school about any issues of concern and would have the right to opt out of sex education.
- The secondary school also noted that it shared SRE resources and materials with parents ahead of any teaching sessions, and reminded parents when this session would be taken in the curriculum. A lot of information is put on the school website for ease of access. Given that elements of RSE are taken cross curricula in secondary schools (e.g. science), parents are generally more aware of the scope of issues taught and are more relaxed.
- The HWB Team deliver dedicated training and awareness sessions on PSHE issues for parents (coffee mornings and parents' evenings), at which over 450 parents had attended.

4.23 Has the HWB service involved local faith schools?

- The data suggested that there had been an even uptake of their services among primary schools across Hackney, including dedicated faith schools with a strong religious ethos. It was noted that, as a whole, there were very few subjects in their teaching offer which could be considered contentious from a religious perspective. Where there have been objections this could be attributed to miscommunications in what parents perceive to be part of the RSE programme of study rather than actual content.
- HLT noted that the guidance allows for variation as to how schools of a religious character can teach RSE, in that they could provide a distinctive faith perspective on relationships. A teaching and learning consultant for religious education is employed by HLT, who can provide dedicated support to faith-based schools on this issue.

4.24 Although not compulsory until September 2020, what proportion of schools have already started to teach SRE in accordance with the new guidelines? Have any barriers been identified for those that haven't started? Are there any differences in the way that free schools, mainstream schools or independent schools have approached this?

- On the evidence of its work with local schools, HLT reported that most schools across all sectors (maintained, free schools and academies) were already providing RSE in accordance with the guidance in this current year (2019/20). It

was suggested that many schools would reflect on these courses and refine them in preparation for the new academic year in September 2020.

- Whilst not under the jurisdiction of the local authority, HLT had established a number of local forums for headteachers at local independent schools to provide additional support in relation to a number of issues, including PSHE and SEND.

4.25 What preparations are being made to help young people with SEND to engage with this aspect of the curriculum?

- HLT reported that all three local special schools were engaged with PSHE networks and forums. In addition, the annual conference for local SENCO's conference in March 2020 would focus on the delivery of PSHE to children with SEND in maintained schools and academies. It is hoped that the SNECO (with local PSHE leads) will adapt teaching materials which are suitable to children and young people with SEND.

- The HWB team also noted that dedicated training and support was available for teaching SRE to children with SEND.

4.26 If up to five children were being removed from the components of RSE teaching at local schools, this would mean up to 20% of local children may be missing important aspects to their personal education. Are there any plans to investigate this issue further to assess which young people may be missing out, and if any further engagement and support work is needed with parents?

- The secondary school head teacher noted that the drop out rate was much lower, with about 5 students across the whole school withdrawn from RSE classes, as parents in secondary schools are much more relaxed about this issue than in primary. It was noted that there would be some value to understand which students were being withdrawn and to share this more widely, to assess if further work was needed locally. This picture would become clearer as the year progressed.

4.27 Is there any understanding as to how Alternative Education Providers are adapting to the new RSE guidance, and if there was any dedicated support for this sector? Have all AP's been engaged?

- HLT reported that local AP's were engaged in local PSHE networks and that New Regents College, Hackney City Farm, BSix and the Boxing Academy were active contributors. Other out of borough AP settings were not necessarily in the direct sight of local PSHE work as this would most likely be supported by host local authorities. As the commissioner of alternative provision, New Regents College would have oversight of such provision.

4.28 The HWB service of Young Hackney is Commissioned by Hackney Public Health Service deliver SRE. Are there any planned changes to the Commissioning of this service given the level of demand from local schools and educational settings?

- The Director of Public Health reported that whilst the HWB service would continue to be commissioned locally, this would be undertaken through a wider commissioning process and offer to children and young people through the Integrated Commissioning Board. This would be effective from September 2021 and with the same amount of resources that were currently being provided by PH.

4.29 HLT in its submission noted that a guide was in preparation for parents, had this been progressed?

- This would be prepared in readiness for distribution in the summer term of 2020 ahead of the new guidance in September 2020.

4.30 Questioning local schools, the Commission sought to understand if there was any further help or support needed to help them prepare to implement the new RSE guidance ahead of September 2020?

- The headteacher of the primary school reiterated that given the long lead-in to this policy, schools had a long time to prepare and adjust, and most were already teaching in accordance to the new guidance. It was reported that HLT had been supportive and if issues did arise, felt that that was support available from HLT.

The Chair thanked headteachers and officers for attending and responding to members of the Commission on this issue.

5 Young Black Men's Project (19.50)

5.1 The Improving Outcomes for Young Black Men Programme (YBM) aims to tackle inequalities for black boys and young black men in Hackney. This is a partnership programme which involved agencies across statutory and community sectors and had been in operation since 2015. The Commission requested an update and progress report on this project.

5.2 Head of Policy and Strategic Delivery presented an update of the work of the YBM and a summary of the key points are presented below:

- When the project commenced in 2015 work centred on building an evidence base to what was the lived experience of young black men and boys and to develop a shared approach and understanding in reducing local inequalities;
- The Theory of Change approach has been central to the approach of the YBM programme in which different interventions are tried and tested in the local service framework;
- Since 2018, there have been 3 key areas of work; education, mental health and reducing harm. There have also been two cross-cutting themes, culture and identity, and employment and enterprise;
- The project was about to launch new governance arrangements to place young people (through Youth Leadership) at the heart of this programme.

5.3 The lead officer for the YBM programme described to the Commission the work of Youth Leaders, which had subdivided its work into 3 teams:

- Organisers – offering youth training, conducting research and delivering workshops to young people;
- Ambassadors – providing representation and advocacy at meetings with senior leaders across services
- Messengers – undertaking community engagement.

5.4 Education was one of the key strands of work, and the YBM programme was working with a number of primary and secondary schools which focused on leadership and culture, personal development and behaviour, curriculum participation and parental engagement. Work was shifting to more targeted and co-produced interventions in local schools. The YBM ran a conference for school governors looking at young people who 'feel left out and left behind' and at risk of exclusion.

5.5 The Commission understood that there were two strands in keeping young people safe, the Children and Families Service-wide YBM workstream and the Reducing Harm workstream. The CFS has held a number of workshops and training sessions for staff which have looked at identity, diversity, black masculinity and fatherhood.

5.6 A number of challenges were identified in tackling disproportionalities among young black men and boys, these included:

- An absence of community voice – where community members were disengaged or disillusioned in processes or institutions which should help reduce inequalities;
- Ongoing difficulties in talking about race – at the institutional level, there was a discomfort in discussing race, racial inequalities and how this manifests itself in local services and impact on local people;
- Challenges of transformational change – the difficulties of working across agencies and across sectors and in ensuring strategies lead to changes in practice which improve outcomes for young black men and boys;
- Responsibility and capacity – problematisation of young black men still persists, and there are resource constraints across the partnership.

5.7 In response to these challenges, the YBM programme had developed a number of initiatives including new governance arrangements to ensure that it is more accountable to community members, and that young people can play a more active role in programme leadership. In addition, a new Community Accountability Board will be developed which will work in tandem with the Strategic Partnership Group.

Questions

5.8 The Commission sought to clarify whether the targets cited for the YBM programme were achievable, for example, the ambition that there is no gap in attainment or exclusions between young black men and their peers by 2025.

- Whilst it was agreed that these were ambitious targets and that there were significant externalities working against these, it was felt that retention of these targets was important as they provided a focus and a sense of priority for local work to narrow gaps between YBM and their peers. Equality should of course underpin these ambitions and the YBM programme did not want to move away from this principle.

- The Cabinet member noted that the performance of local schools had improved significantly and now figured high in national rankings. It was clear however, that not all children had shared in this advancement. Nonetheless, the authority should have equally high aspirations for young black men and boys to help reduce local inequalities.

5.9 What data will be used to evaluate the success of this project?

- This is going to be revisited in the coming months. A recent data review had taken place across Hackney which has looked at the different outcomes for young black men and boys and this would inform the review. It is hoped that this process will result in a dashboard of data from which it will be easier to determine the impact and effectiveness of interventions and the YBM programme as a whole. This will help build credibility in helping partners to understand the current and future direction of the programme.

5.10 Has the approach of the YBM programme in Hackney been informed by similar work in other authorities? Or has the YBM programme supported other similar initiatives elsewhere?

- Whilst other areas may run similar initiatives, none were as comprehensive as the YBM programme here in Hackney. YBM programme had worked collaboratively with a number of areas and shared learning, but had also given presentations of its work to London Councils and the Local Government Association. Lambeth and Haringey have similar approaches, whilst the former focused on education and the latter mental health. It was noted that council wide diversity initiatives, such as the Inclusive Leadership Programme were as a direct result of the YBM programme. Indeed, the YBM has helped to the council to develop a more corporate approach to workforce diversity. The work of the YBM has given confidence to the organisation to undertake self-assessments in relation to race and diversity and has resulted in significant corporate benefits.

- HLT reported that there had been a meeting at the Mayor of London's office at which Brent, Haringey, Hackney, Lambeth and other London boroughs had all taken part to help share good practice across London.

5.11 Is the YBM working with the Young Futures Commission in engaging and involving young people in different local settings?

- Officers from YBM are attached to the Reference Group of the Young Futures Commission to ensure that there is shared insight and seamless working across both these projects. With shared leadership, it hoped that these projects will co-produce solutions to local issues, and provide a singular response where this is needed.

5.12 Recognising that inequalities in the achievement of young black men is perpetuated at college and University settings, has the YBM programme made any connections with this sector to share learning?

- Whilst there have been conversations with this sector, these have been on a more operational and evaluative level rather than focused on organisational changes in these settings. In acknowledging the disparities that exist for young black men on leaving higher education, the YBM programme has worked with corporates across East London through the Parity Project. This project aims to address inequalities that young black men experience in gaining access to graduate jobs.

5.13 What resources are available to the YBM Programme?

- There was a seed budget for the YBM programme which was primarily used for evaluation, this equated to about £400k in the first 3 years of the project. If the focus is to create a lasting legacy, then the issue is not about resources per se, but about the investment that individuals make to adapt personal practices or the cultural changes that that are brought to local organisations or services. Resources were needed however, to support continued engagement work with young people and to support community representatives.

5.14 Are there any plans to develop more mentoring within the YBM programme?

- Whilst it is clear that young black men require positive role models, previous experience has suggested that coaching can provide more positive and directional support. The overall focus the project has been on youth leadership and to empower local young people to actively shape and influence the support that they may need.

5.15 What steps have been taken to overcome any misconceptions in the community as to the aims and objectives of the YBM project?

- It was suggested that the focus of the project was now to scale-up, to ensure that there was sufficient reach into local communities to improve awareness and understanding. This work is being co-led by the Youth Leaders.

The Chair thanked officers for attending and responding to members of the Commission.

6 Children's Social Care Mid-Year Report April 2019 -September 2019 (20.35)

6.1 A report on the performance of the Children and Families Service (CFS) is a standing item on the work programme of the Commission and is presented bi-annually (full-year and in-year). The report provides details of how the service is currently performing in relation to key aspects of children's social care provision (e.g. number of referrals, assessments and children entering care).

6.2 The Chair highlighted that this report was for the period April 2019 to September 2019 which meant that the report will reflect any changes in the systems and processes for children's social care which have been implemented as a result of the focused visit by Ofsted which took place in February 2019.

6.3 The Cabinet member introduced the report and highlighted the following:

- Whilst the Ofsted inspection outcome in November 2019 downgraded their assessment of Children's Social Care in Hackney, the Council was committed to an ambitious plan to improve services.
- The Ofsted inspection had highlighted service areas which needed to improve and the CFS was developing a plan in response. The inspection also noted those areas of provision which were very good, and the CFS would build on these further.
- There would be a corporate response to support the CFS to improve and a Member Oversight Board had been developed to assist in this process.

6.4 The Group Director for Children, Adults and Community Health raised a number of issues from the report.

- CFS was required to provide an annual self-assessment for Ofsted and this report would form the basis of the report to be shared with the Commission. Responses to the recommendations of the recent Ofsted inspection would also be detailed in the report.
- Data within the report showed a 43% increase in children being placed on a child protection plan to September 2019. The Group Director noted that recently (2017-2019) the local rate of children on protection plans had fallen, and that these latest figures represented a return to 2017 levels.

6.5 The Head of Safeguarding and Learning highlighted other key features of the report:

- The number of children entering care continued to rise, this was mostly due to an increase in older children (aged 14+) who were entering the care system for the first time. This was a regional trend and other London boroughs were experiencing similar increases in their cohort of looked after children.
- The key priorities for the CFS in light of the Ofsted inspection outcomes included:
 - Improved information sharing among partners for more informed decision making;
 - Ensuring that practice is authoritative and child centred;
 - Improved assessment and planning of private fostering arrangements;
 - Improvement in timeliness and effectiveness of pre-proceedings work;
 - New procedures to improve effectiveness of management oversight of cases;

- Developing the voice of young people in care planning and organisational development.
- Further embedding Safer Together to further develop the service response to those families affected by domestic violence or abuse.
- In relation to YBM programme, ensure that issues relating to race, diversity, inequality and discrimination are considered and addressed in all aspects of the CFS work.

Questions

6.5 The number of children who go missing from care is significant, as too is the number who refuse a follow up interview after returning to home? What work is being undertaken to reduce the number of children who go missing, and what safeguarding assessments are made for those who have gone missing?

- There was concern at both the number of children that go missing and the number of episodes that children go missing. Data from the Children's Rights Officer would suggest that children go missing for many reasons including family breakdown and arguments. Once a child is identified as missing, the relevant social work team and police are informed who then work to strict protocols to identify the whereabouts of the child. As well as support through the Children's Rights Officers and Young Hackney, the Rescue and Response team funded through MOPAC offer more dedicated support where the child has vulnerabilities or safeguarding issues.

6.6 Why is it that there were very few adoptions of children taking place in Hackney in 2019? Is there any work being undertaken locally to understand if there are any racial or cultural disproportionalities for those children entering care and maybe seeking permanent homes?

- There has been a shift from borough specific adoption programmes to more regional programmes. Hackney was a member of the North London Adoption & Fostering Consortium and is now a member of North London Adopt, a new Regional Adoption Agency, and most adoptions are now undertaken through this agency. In reality, there are now few younger children that are put forward for adoption which prospective adoptive parents may prefer.

- It was confirmed that there were disproportionalities in the profile of children receiving local children's social care provision including those that are children in need, those on child protection plans and those children who end up in care. There are processes in place to provide internal challenge to decision making to ensure that disproportionalities are not perpetuated.

6.7 What support would be available to families supported through the Troubled Families Programme should funding be ceased nationally? Are local contingencies in place?

- There has been much uncertainty about the future funding for this service which has been a concern for local authorities as this funding underpins some of the early help work that takes place with families. With no certainty of future funding, it will reduce the amount of families that can be supported through this programme in the future and limit the step-down support to families currently being helped by the programme. There has been no clear directive from central government as to the future direction and funding for this service.

6.8 What financial modelling has been undertaken to assess the related cost pressures of increasing numbers of older children with more complex needs being taken into care by the authority? How are we trying to prevent these high cost outcomes?

- CFS routinely undertakes financial modelling for services to help test and challenge financial assumptions to improve budgeting. It has become more difficult however, to predict financial costs of cohorts of young people with particularly complex needs who are entering the care system.

- Population data is taken from Public Health to help model future demands for services and the likely financial impact that this will have for CFS. There is also a lot of in-house

modelling of needs of children who are already in receipt of social care and pattern of future care needs. It should be recognised however, that projected costs and budgets can be distorted by just a small number of high cost placements for young people with complex needs.

- The service is acutely aware that the social and economic context in which children and families are living is more challenging which is likely to result in further demands on this service. In terms of the impact on the child and family and of course financially for the council, early intervention is the preferred approach.

6.9 Given the organisational pressures that have resulted from the Ofsted inspection, how can the CFS ensure that it does not become reactionary?

-The Ofsted inspection noted that staff were motivated and that generally, morale across the service was high and that they felt supported by their managers. The CFS was not complacent however, and would continue to ensure that there were appropriate support mechanisms for staff and that there were opportunities where they can reflect and learn about their practice. The CFS was also keen to not institute any reactionary changes to local practices, and that staff would be active contributors in the process of change. A number of independent focus groups were being held with staff to facilitate more objective feedback. The CFS would retain the core values which underpin its approach to working with children and families.

6.10 What proportion of fostering arrangements are private and is there separate statutory guidance covering these?

- Private fostering is when a parent makes an arrangement for another responsible adult to look after their child who is not a close family member (such as a grandparent or sister). Usually this arrangement is with an extended family member such as an aunt or cousin. The duty of the CFS in this context is to assess the arrangement and to make sure that this is safe for the child and that the fostering adult can meet the needs of the child.

- When Ofsted inspected there were 12 such arrangements in Hackney. All such cases were reassessed after the inspection. Families are required to notify CFS if their children have been looked after by another adult for more than 30 days. Whilst it was acknowledged that there was significant underreporting, the service works with partner agencies to help identify private fostering arrangements.

6.11 The Chair thanked officers for attending. The Chair requested that it would be helpful if budget information for CFS could be provided alongside this report to assist the Commission in its budget monitoring role.

Agreed: That budget reports for CFS would accompany the Children's Social Care Annual report from 2020/21 onwards in the work programme.

7 Work Programme 2019/20 (21.20)

7.1 A number of updates have been agreed within this programme:

- March 11th – Post 16 SEND: this item will focus on the education and training pathways for this cohort of children. A number of stakeholders have been invited to contribute, with the focus of the meeting being to contribute to a refresh of the Hackney Post 16 SEND Strategy. A number of focus groups with parents and young people will take place ahead of the meeting to support the Commission's discussion.
- March 11th - Cabinet Member Q & A with Cllr Kennedy: further to consultation with the Commission, the Chair has agreed the following areas for questioning:
 - Childhood poverty/ food poverty;
 - Troubled families programme;

- Children's centres.
- March 11th – Action Plan for Ofsted: Officers have noted that the action plan will not be ready for this meeting, but it will be circulated direct to members of the Commission for comment and input when available. The Chair and Vice Chair will meet the Group Director for Children, Adults and Community Health and Director of Children & Families to report back collated comments from the Commission. The finalised action plan will be published on the next agenda (May 12th 2020) together with the comments submitted by the Commission.

8 Minutes of the Previous Meeting

8.1 Minutes for the last two meetings on January 15th and January 27th were unavailable at the time of this agenda being published and will be published in the next agenda (11th March).

9 Any Other Business

9.1 There were no other items.

9.2 The date of the next meeting would be March 11th 2020.

The meeting closed at 9.30pm

Duration of the meeting: Times Not Specified

London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Wednesday, 11th March, 2020

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

Chair	Councillor Sophie Conway
Councillors in Attendance	Cllr Margaret Gordon (Vice-Chair), Cllr Sade Etti, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Clare Joseph, Cllr Sharon Patrick, Cllr James Peters and Cllr Clare Potter
Apologies:	Cllr Hansen
Co-optees	Shabnum Hassan and Jo Macleod
In attendance	<ul style="list-style-type: none">• Cllr Anntionette Bramble, Cabinet Member for• Cllr Caroline Woodley, Cabinet Member for Early Years, Families and Play• Cllr Christopher Kennedy, Cabinet Member for Health and Adult Social Care• Anne Canning, Group Director, Children, Adults and Community Health• Sarah Wright, Director, Children and Families Service• Annie Gammon, Head of Hackney Learning Trust and Director of Education• Paul Senior, Interim Head of High Needs and School Places, Hackney Learning Trust• Andrew Lee, Assistant Director of Education, Hackney Learning Trust• Francesca Cannarella, Head of SEND, Hackney Learning Trust• Joseph Sieber, Interim Headteacher, Ickburgh Special School• Bel Waters, Assistant Headteacher, Stormont House Special School –• Pat Quigley, The Garden Special School• Alison Arnaud, Principal Hackney and Tower Hamlets Campuses, New City College –• Narzny Khan, Deputy Principal, Redbridge Campus and lead for SEND, New City College• Ian Ellis, Foundation Learning & Inclusive Support Manager, BSix Sixth Form College• Andrew Munk, Head of Employment & Skills, Hackney Council, Hackney Supported Internships• Alison Miller, Programme Manager, Employment Pathways, Employment and Skills, Hackney Supported Internships• Steve Jahoda, Service Manager, Disabled Children Service, Hackney Council• Anne McGale, Head of Service, Hackney Integrated Learning Disability Service. Hackney Council• Sarah Darcy, Children & Young People Strategic Lead,

Members of the Public 2

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Councillor Sophie Conway in the Chair

1 Apologies for Absence

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

- Graham Hunter
- Ernell Watson
- Justine McDonald
- Michael Lobenstein
- Luisa Dorenelas
- Shuja Shaikh

1.2 Apologies for lateness were received from Annie Gammon.

2 Urgent Items / Order of Business

2.1 There were no late items and the agenda was as published.

3 Declarations of Interest

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

- Cllr Peters was a governor at a local special school;
- Cllr Chauhan was a member of NEU and a teacher at a school outside the borough;
- Shabnum Hassan was a Parent Governor at a local primary school;
- Jo McLeod was a Governor at a local school in Hackney and a parent of a child with special educational needs.

4 Post 16 Education & Training Pathways for Children and Young People with SEND (19.05)

4.1 Support for children with SEND post 16 years of age was identified as a key area for further scrutiny as part of the work programme consultation with local stakeholders for 2019/20. After scoping this item with officers, the Commission agreed it would focus its attention on assessing the Education and Training Pathways for children with SEND aged 16 years+.

4.2 The current 'Post 16 SEND strategy expires in 2020, so the Commission will aim to develop a number of high-level strategic recommendations which will guide and inform the refresh of this strategy. The Commission had a number of objectives for this session:

1. To assess current Post 16 education and training pathways for children with SEND post 16 and identify what is working well and identify areas of under provision.
2. Ascertain how well local services are working together to assess, commission and support post 16 education and training needs of young people with SEND; and
3. To identify key local priorities to inform the new Post 16 SEND strategy.

4.3 In addition to the local SEND team, a wide range of local stakeholders were invited to participate at the meeting including representatives from local special schools, colleges and training providers and, health and social care services. Contributors were asked to complete a pro-forma ahead of the meeting to help the Commission establish the following for post 16 provisions for CYP with SEND:

- What was currently working well?
- If there were any service gaps?
- How local SEND partnerships were working?
- Local priorities for the new post 16 SEND Strategy.

HLT – SEND Team

4.4 The SEND team welcomed the opportunity for local stakeholders to contribute to the process to refresh the Post 16 SEND Strategy. A presentation was made to the Commission and those attending outlining the key aims and objectives of the new Post 16 SEND strategy. A key aim of the strategy was to move more young people away from home into employment or other more purposeful activities.

4.5 There were a number of high-level issues which needed to be addressed when considering the Post 16 SEND Strategy. These included:

- Parental anxiety – many parents were worried what opportunities there would be for their child after the age 16;
- Young people's uncertainty – like other young people at this age, they were worried about the world of work and future opportunities for them;
- Expectations from 2014 Act – the legislation clearly stated that where needs were identified then these need to be met;
- Funding pressures – whilst the number of children with EHCPs had increased significantly, funding levels have been maintained at 2011 levels;
- Definition of full-time – pre and post 16 definitions are different (former 5 days per week and the latter 3 days per week);
- Measuring progress – a young person with an EHCP is able to access education up to age of 25 if they are demonstrating progress, but there is a lack of consensus about what progress means for young people;
- Increasing numbers – there has been a significant growth in young people with an EHCP;
- Provision supply and costs – given the unparalleled growth in demand, supply of education and training opportunities is limited and costs can be high;
- Transition from child to adult provision – need to ensure that thresholds are the same to assist a smooth transition and to avoid a cliff-edge;
- Travel assistance – some children may need transport and travel assistance to enable them to access provision which can be both costly and complex to provide;
- Clarity of pathways – are pathways clearly defined for children and young people and understood by their parents and are these inclusive?
- Integrated multi-agency support – it was suggested that whilst improvements have been made, a more joined up approach to supporting the needs of young people would be beneficial.

4.6 It was noted that the number of young people with an EHCPs (or statement) across London has grown significantly over the past decade, and that there were now almost 60,000 such plans across the capital. This increase has been mirrored in Hackney, with

in excess of 2,500 young people with an EHCP locally. The number of post 16 plans has increased from 138 in 2015 to 439 in 2020 and now comprise almost 20% of all plans locally. These trends are confirmed both nationally and regionally.

4.7 Currently young people from national curriculum year (NCY) 12 make up 26% of EHCPs maintained by the authority, whereas in total, years NCY 19, 18, 17 and 16 make up just 18%. As the number of young people with an EHCP increases, it was expected that there would be a more even distribution across NCY's in the future.

4.8 It was noted that very few children with an EHCP have a singular need and often have combined and complex needs. The most common primary need of young people aged 16 and over with an EHCP was an Autistic Spectrum Disorder (ASD), which featured in 28% of all plans. In line with regional projections, it was expected that there would be further significant growth in demand of approximately 25% for provision for young people with ASD to 2022.

4.9 The local spend on post-16 provision had increased from £3.7m in 2016/17 to £6.4m in 2019/20, which equated to a 75% increase. This increase was in part attributable to a lack of supply for services to support young people post 16. The total cost of transport provision for young people with SEND had also risen from £3.6m in 2014/15 to £4.4m in 2019/20. The distance that young people may have to travel to access education, training or other support that they may need is a significant influence on costs. It was noted that post 16 transport costs would increase in line with the increase in the number of young people post 16 with an EHCP.

4.10 For young people with an EHCP across London as a whole, approximately 35% of 16-18 capacity was met through further education (FE) colleges, 19% by mainstream schools and 43% by special schools and colleges. This pattern of usage does differ by the primary needs of young people. For example, learners with profound learning difficulties were far more likely to attend a special school, whilst those with a speech or language difficulty were more likely to attend mainstream settings.

4.11 In respect of the post 16 education and training pathways of young people with SEND a number of key issues were raised:

- The number of young people who were not in education or training (NEET) increased with age and as a consequence, there was a need to develop both the scope and capacity of further education and training opportunities for young people post 16.
- Local analysis of the post 16 education and training pathways for young people with SEND in Hackney had identified a number of patterns:

- The majority of young people were in mainstream school and college settings;
- There had been a significant growth in the number of supported internships available locally;
- There were few places at mainstream 6th forms for young people with an EHCP.

4.12 It was the duty of the local authority to provide for the assessed needs identified within an EHCP. Given the individuality of the needs of young people with SEND, many different settings and providers were commissioned to provide bespoke provision to meet these needs. In total over 120 individual education and training providers were commissioned by Hackney. New City College, BSix, Stormont House and Ickburgh were (numerically) the most commissioned education and training providers. It was noted that there had been a significant growth in commissioning services that provided supported internships.

4.13 Although 75% of education and training providers were out of borough, most of these were in neighbouring boroughs such as Newham, Tower Hamlets, Haringey and Islington and could still be considered local. In terms of pupil numbers, 52% attended in-borough provision and 48% out of borough provision. The annual cost of placements ranged from £1,148 - £149,005, with an average cost of £14,955 per placement. It was

noted that these costs were subject to wide fluctuations given the evolving and diverse needs of this group of young people. Given the fluctuation of local needs, it was also difficult to develop commissioning arrangements with providers as this may lock the authority into unnecessary contracts.

4.14 The proportion of young people aged 16+ with SEND who were NEET was approximately 10% which was middle ranking among central London authorities (range 7-16%). The Really NEET Project was a locally established programme to work with this cohort of young people to enable them to access education, training or employment.

4.15 Given the projected increase in demand for services, there was a need to develop sub regional partnerships in which local authorities work together to develop more local options for children and young people with an EHCP post 16. It was also noted that, with the exception of some increase in-year funding for 2019/20, funding for SEND had been broadly static for 10 years. There was also a need to improve data on local providers and the outcomes of young people to improve commissioning arrangements.

Questions

4.16 Do NEET figures include those young people who commence but do not complete an education or training programme?

- Yes.

4.17 Is it not a concern to the authority that so many young people with SEND are attending placements out of borough, particularly in respect to partnership working with other local services (such as social care, SLT and other health services)?

- The preferred option of the authority is for in-borough provision as it helped to provide a more joined up support for young people. Given the specificity of young people's needs however, it was not always possible to cater for all of these in-borough. It was noted however, that although young people may be in out of borough placements, they would still be entitled to full range of local support.

4.18 It was noted that improved data in respect of better outcome data from providers and improved tracking of young people was needed to develop post 16 provision. What needs to be done locally to improve data monitoring? Is there any tracking of those noted as requiring school support as well as on an EHCP?

- Data monitoring was improving over time as new software was constantly being developed or updated which assisted pupil tracking. The real challenge however, was to improve the quality and the timeliness of the data received by the authority to support better monitoring. It was clear that more specialist roles were needed in the SEND team to support systems analysis and contract management, and that with this aim in mind, the service was actively recruiting to extend the skill set of the SEND team.

- Whilst there is a statutory requirement to monitor EHCPs, there is no similar requirement to monitor those requiring school support. There was also an issue about how 'school support' was defined, as this varied across different schools and institutions.

4.19 With an increased number of children aged 16+ with SEND, what cost pressures will this generate in future years and how does the service plan to respond?

- The issue of SEND funding should be seen as a coherent whole rather than for post 16 provision specifically (as there are equally pressing cases for pre-school provision also). SEND funding in its entirety needs to be addressed as this had been centrally underfunded for many years.

4.20 Given that transport spending for young people with SEND has continued to increase, does the service expect further increases, if so, how will these be mitigated without compromising on the quality of the service provided?

- Although the Council remained a significant provider of transport services for children and young people with SEND, other more effective ways to provide transport were

increasingly being used by parents such as personal budgets. Independent travel training was also available for those children for whom this would be appropriate.

- The service regularly reviewed transport costs including for taxis, buses and other transport methods. There were many logistical problems in providing a transport service not only in terms of the accessibility of vehicles to different young people, but also in relation to traffic and duration of journey times which young people with SEND may be able to tolerate. Some children with higher needs need multiple escorts to support them on journeys, whilst others may be able to travel more independently. Young people were also attending settings at different times which inhibited the use of collective transport (buses) and required more bespoke travel arrangements such as taxis.

Focus Groups with CYP with SEND and their Parents

4.21 Together with Hackney Independent Parent and Carers Forum, the Commission held two focus groups with parents and young people on 20th and 27th February 2020. In total, over 30 children and their parents attended these focus groups. The 5 key issues to arise from these focus groups with parents are summarised below

1) That current education and training provision for post 16 was insufficient, where there was not enough capacity nor sufficient range of options to meet local needs of young people with SEND, particularly in relation to those with complex needs.

2) That the EHCP process was not working effectively in Hackney where there appeared to be a number of issues with plans not being updated regularly, mainstream settings not following the plans with limited oversight or accountability.

3) That there was not enough support provided to parents to help them navigate the education and training pathways available to their children and that there was variable support from local SENCO's. It was also noted that local EHCP coordinators and specialist providers were overwhelmed with demand.

4) That transition at 16, 18 and 25 was causing much anxiety for young people and parents as preparing for adulthood sessions not consistently happening, parents were insufficiently involved in placement planning, and where full-time provision post 16 in most constituted of 3 days provision.

5) There is a great deal of parental uncertainty about the future education and training pathways for children with SEND post 16 as parents concerns were long-standing and had not been addressed.

4.22 Representatives of Hackney Independent Parent Forum for children with SEND also made the following points.

- There were problems at year 11 transfer of young people with SEND, with the final destination not being agreed in a timely way which often left young people and their parents in a very anxious state. More forward planning and preparation was required from year 9 onwards.

- Given the increase in the number of young people with an EHCP, there was an explicit need to plan ahead to develop further options for young people as they reached 16.

- Parents were concerned that the review process for EHCPs was not being fully supported and that often parents were left to represent their child themselves without appropriate support or without proper notification of changes. It was felt that greater partnership with parents at this juncture could lead to reduced incidence of where decisions were challenged.

The Garden School

4.23 The Garden School did not currently have any post 16 provision, and most students had to go out of the borough for specialised provision. Whilst feedback from parents was that such out of borough provision was good, wider support services based in Hackney had reduced sight of their child. For parents of children with high needs

which require multi-agency support this was problematic. Post 16 provision had now been agreed with the Garden School, a site secured and new service was being planned for those with autism locally. The School was currently developing a curriculum with other local stakeholders. One of the main barriers in developing post 16 education and training was identifying providers which can offer structured, meaningful and supported placements in the community.

4.24 The Garden School reported that individually, there have been some very positive experiences where children had attended out of borough settings (such as the Phoenix) and who had progressed to obtain a place at a local college. The real concern was among those young people with really high or complex needs where it was difficult to get appropriate placements. The school had visited many forms of provision and there were good examples of meaningful and supported training including events management, bike maintenance and craftwork. The Garden School required the local authority and other partners to work more closely with it to support the needs of young people post 16 to develop a wider range of opportunities for this cohort of young people.

Ickburgh Special School

4.25 The school noted that it had partnered with the Council to provide work experience for three school leavers in the London Fields Park Service. It was felt that this was a very positive experience as this broadened the horizons of young people, reassured parents that paid employment (and independence) could be possible and demonstrated to the broader public that young people with SEND can contribute to the community. The downside was that there was no follow-up to the internship with no pathways for young people to develop further.

4.26 It was also noted that entry or acceptance criteria for some work experience placements which required a certain level of numeracy or literacy potentially excluded those children who had good practical skills. It would therefore be useful to have some flexibility in entry requirements that can be adapted to young people's skills and aptitudes.

4.27 It was suggested that there was a cohort of young people who had very high-level needs or profound multiple learning difficulties for whom supported internships or paid work experience would not be possible. It was felt that there was scope for more collaborative commissioning among education, health and social care agencies which could help to develop a broader range of meaningful opportunities for this cohort of young people.

Stormont House

4.28 The majority of young people attending Stormont House special school aim to go on to paid employment and the school has been successful in this and helped a good majority of students to obtain full-time or part-time employment. This was a lengthy process however, which required the support of local stakeholders and partners in the community.

4.29 Whilst the increase in the number of supported internships was to be welcomed, it was felt that with further collaboration across the sector, the breadth and depth of internships could be developed. Again, it was noted whilst such internships were open to young people with an EHCP, the access criteria restricted take up. As such, whilst supported internships were a very positive and welcome development, these were currently only available to a very small number of young people with SEND. It was suggested that a local working group made up of local schools, employers and the local authority could be established to help support the extension of supported internships.

4.30 A further barrier to supported internships as identified by young people themselves, was that those individuals and organisations which were signposting young people often lacked sufficient information themselves about the available internships. It was

suggested that investment in improved training at key points of referral could help to improve access to internships by young people with SEND.

4.31 Three priorities were identified for post 16 education and training for young people with SEND which were:

- The need to develop the depth and breadth of supported internships or other routes to supported employment;
- The need to provide training to local employers to build their confidence and skills in being able to support a young person with SEND in an internship;
- To reassess local curricula to ensure that these developed appropriate skills and understanding to prepare them for adulthood.

New City College

4.32 The College welcomed the opportunity to contribute to the new post 16 strategy for young people with SEND. The College also highlighted the following key issues:

- Post 16 education and training pathways need to be reframed in to focus on the skills and values which children with SEND bring to workplaces and society in general;
- Greater recognition needed to be given to the voice of young people with SEND in planning and developing post 16 pathways, particularly in relation to their aspirations for work, employment and training;
- The National Apprenticeship Conference had acknowledged that there were barriers for greater uptake of supported internships, particularly those expectations around English and maths;
- The College was disappointed that there were local transport issues in respect of timetabling and access, but would work with the SEND team to identify solutions.

4.33 The College noted that there had been good collaborative partnerships with local special schools to develop and improve the post 16 pathways for children with SEND. There were a number of development priorities for the locality in this respect:

- The need to develop the range of supported internships available for young people with SEND and to ensure that these were more inclusive;
- Whilst work to support transition was ongoing, it was felt that more could be done to help students and colleges prepare for new placements, in particular earlier notification.
- More widespread debate was needed across the sector to agree more effective and appropriate measures through which to assess attainment and progress of young people with SEND.

BSix

4.34 There were 37 learners with an EHCP at BSix in the current year who access a wide range of study programmes. Effective and supported transition is key to the success of young people with SEND post 16, this was exemplified through effective partnering with Stormont House which resulted in 4 young people from that school obtaining a place at university. There was however, a need to improve transitions from mainstream schools.

4.35 There were concerns around the limited number of young people with an EHCP who can access supported internships. It was suggested that there was a need to provide pre-supported internships to young people with SEND who may not have work ready behaviour because of their needs.

Hackney Council Supported Internships

4.36 The service was commissioned by HLT to provide supported internships in the council. This is the second supported internship programme in the public sector in Hackney, the other being at the Homerton Hospital which commenced a year earlier. It was important that the Council lead by example to other local potential employers, and to illustrate the range of positions in which young people with SEND were being supported (e.g. Human Resources, Libraries, Regeneration).

4.37 The supported internship programme was based on the Project Search Model which combined work-based placements with learning. The council team was partnering with BSix to provide the education component to this programme. It was important within the programme to identify and match the key skill sets of young people to job roles across the council. There is combined input from a placement mentor, job coach, tutor and employment adviser to support young people on the programme.

4.38 In terms of future provision, it was noted that there was a strong demand to increase capacity and breadth of supported internships and other education and training options post 16. It was suggested that there needed to be a more strategic approach to commissioning among all partner agencies to plan and prepare for future needs and extend options within the post 16 education and training pathways for children with SEND. There was also a need to harmonise the different supported internships available within the borough for greater consistency.

4.39 More broadly across, it was suggested that there needed to be improved planning for education and training services to prepare for the needs of children and young people with SEND were 'in the pipeline' and would soon be following post 16 pathways. It was recommended that conversations were needed with young people with SEND and their parents were needed much earlier to assess their needs, aspirations and the level of support that would be needed going forward.

4.40 It was suggested that more work needs to be done locally to help young people prepare for supported internships. The aspirations of young people and their parents also needed to coincide with the goal of the internship, which was to obtain paid employment after completion of the 9-month programme.

Social Care (Children and Adults)

4.41 The Disabled Children's Service (DCS) was moved from HLT to Children and Families Service in 2019 to improve social work support and oversight for disabled children using this service. The Preparing for Adulthood Team (PFA) is part of the Integrated Learning Disability Service which supports people with a learning disability 18+. ILDS is a multidisciplinary integrated health and social care team (LBH and ELFT). The PFA team works with young people preparing for adulthood and transitioning from children's social care to adult social care.

4.42 The PFA team are aware of young people at age 9, and attend year 9 reviews if appropriate. The DCS and PFA have links with local special schools and colleges and attend parents' evenings, open days and other transition events. The PFA is in the process of becoming more outward facing and is actively speaking to young people in local settings to further understand their anxieties about transition and their future aspiration.

4.43 It was acknowledged that supporting young people with a LD into paid employment was underdeveloped, and an issue which many authorities grappled with. In Hackney, an officer from the Supported Employment Service within adult social care is present on a weekly basis to help facilitate conversations between social workers and young people about opportunities into work. In line with other submissions, it was felt that there could be more creative commissioning with education and health colleagues which created a complementary programme of education or training with other supported activities and created a more joined up offer for young people.

Health (CCG)

4.44 Health Services provide a range of service-based transition support including SLT, Physiotherapy and Occupational Health, GP based annual reviews and the Transition Health Outreach Team (THOT). The THOT supports young people in confidence building, advocacy, attending annual reviews (in effect, a key worker service).

4.45 From a health perspective, there were a number of gaps in provision for education and training pathways of young people with SEND aged 16+. These included:

- Insufficient choice of courses available, with limited progression for those young people who cannot progress past level 1 in maths or English;
- Insufficient capacity at THOT to meet demand, and no equivalent service for those young people with higher needs;
- Annual reviews are not fully optimised where health services not consistently involved;
- Post 16 placements are sometimes agreed very late, which means that health and other services may not have time to put in support plans at the outset for young people.

4.46 In terms of priorities for the new post 16 strategy, three suggestions were put forward:

- An agreed standard for transition and EHCP which includes all partners;
- A system of accountability to ensure high quality provision that involves all stakeholders
- A strengthened and consistent offer for young people with complex needs and their families into transition to adulthood.

Questions

4.47 How many young people were on the supported internship programme and how many are waiting to go on the programme.

- There were 17 young people on the Hackney Council supported internship programme at the moment who were recruited from about 30 applications. In total, there were about 58 young people on supported internships across Hackney.

4.48 The importance of planning ahead within EHCP reviews was underlined in the contribution of local stakeholders. What learning or advice can special schools give to mainstream schools on this issue?

- One of the special schools suggested that the EHCP review process was currently not an effective tool to support children with SEND. It was suggested that recommendations from the early pathfinder local authorities in respect of EHCP have not been implemented and the current storytelling approach was ineffective. EHCP were often long and cumbersome (frequently up to 20 pages) where it can be difficult to decipher young people's needs. Young people's contribution to EHCP was also underdeveloped. Because of deadlines and pressures on time and other resources, agencies did not always have the capacity to complete EHCPs as fully as they should. It also seemed incongruous that the local authority is the author of the plan yet it is local schools who lead with other agencies in facilitating assessments and the actual delivery of the plan. It was felt that the reviews of EHCPs did not give sufficient weight or consideration to those people who know the young person best; their parents, the schools who have daily contact and of course, young people themselves. A simpler format would be welcome with more opportunity for young people to contribute. In some instances, the voice of young people felt like an 'add-on' within the EHCP. The most important information in the EHCP was the aspirations of young people, but this tended to get lost in the volume of other information in the plans.

4.49 Is there anything that Hackney as an authority or as a partnership can do to improve EHCPs?

- EHCPs are a statutory requirement and the concerns raised about these in Hackney are also experienced elsewhere. It was suggested that there is some value in developing sub-regional hubs to develop and share good practice, which perhaps could identify how EHCPs could be improved. This should be a priority.

4.50 Do any of the special schools have any out of borough attendees which may give some insight as to how post 16 education and training is organised elsewhere?

- One of the colleges present indicated that they worked with children from a range of boroughs. One of these boroughs had approached the college to plan for the needs of children and young people with SEND, having assessed needs in year 10. This gave to

college 2 years to plan and prepare for their needs. It is helpful if boroughs can approach the college in advance to assess what is provided and what might need to be adapted or developed to support young people with SEND.

4.51 Is the authority starting early enough in supporting young people with SEND into paid employment? Are we doing enough to make jobs in the council more accessible to young people with SEND?

- The focus must be on developing the best quality of life for all young people. There has been a tendency to over-focus on those young people who have skills which may enable them to work, over and above higher needs young people for whom paid employment may not be a future option. Local partnerships must seek to avoid the placement of young people with higher needs into any setting which may institutionalise that young person. Needs and aspirations of young people vary widely, thus whilst cooking and horticulture may be seen as a limiting option for some young people with SEND, it may also be seen as a positive opportunity for others.

- The Chair noted that there would appear to be a number of barriers to young people accessing opportunities which included insufficient information sharing, attainment requirements and ineffective EHCP.

4.52 How can the council increase provision in local 6th Form, especially if there is a growing cohort of young people with SEND moving through the system? For example, those children who are diagnosed with ASD cover a wide range of abilities some of which may be best supported through local 6th Forms?

- How young people with an EHCP were being supported within local 6th Forms was being assessed locally and the SEND team were working with local schools to ensure that they focus on the needs of the community. It was noted however, that schools were autonomous in these matters. The issue was more complex than schools having high standards of entry for 6th forms, as there were different legal requirements for provision for children with SEND pre and post 16.

- It was noted that the objective of all provision was that a child with SEND had the ability to succeed whatever the setting or placement. There were local schools who supported children with an EHCP in their 6th forms, but this was only possible at scale. It was not possible to operate a bespoke course for 1 or 2 young people in a school with an EHCP. Whilst the majority of schools have 6th forms focus on 'A' level study, more vocational courses on offer in these settings. Whilst it was acknowledged that the depth and breadth of this offer was small at present, this was an encouraging step to making 6th forms more inclusive.

4.53 A key issue to arise from the focus groups with young people and their parents was the difficulty that many experienced in obtaining information about the different pathways and options open to them. Could there be any additional support from the council, perhaps an information fair with all contributors here today for young people and their families? A one-stop shop for all pathway options for young people with SEND?

- This is something that the SEND service was actively considering by extending the local offer information to young people. Having all education and training providers in the same room together where parents and young people can assess the options available to them would be a positive step forward.

4.54 What is the post 16 offer for young people with SEND but who may not have an EHCP?

- Most of the support for this group of young people would come via the school setting as their needs are not covered by statutory requirements. The schools will of course be monitoring the destination outcomes of young people after leaving school to reduce the incidence of those NEET.

4.55 The Commission sought to outline 4 themes from the evidence submitted which should be reflected in the emerging priorities?

1. The need to map out current service provision and how this meets current demand and identify service gaps;
2. The need to improve coordination across the sector with more collaborative working for provision (e.g. supported internships);
3. Improved support for post 16 transition with improved and earlier communication with young people and their families to help them prepare for changes ahead;
4. The need to ensure that young people were given sufficient opportunities to move away from institutional or home support into more meaningful and gainful activities which promotes their independence.

View of Young Person

4.56 The Chair invited a young person present to give their views of SEND post 16 education and training pathways. A summary of the issues raised is given below:

-The young person set out orally her experience of post 16 SEND provision which included both positive and negative experiences, however, the student wished to highlight the expectations, encouragement and support of professionals had been critical to their success.

4.57 Parents were concerned that their child's EHCP was not being updated regularly and that the annual review process was unsatisfactory. What is being done to improve this locally?

- EHCP's were only updated when they needed to be updated and this depended on the changing needs of the child. The annual review process is where professionals are invited to submit reports on the child and to meet and discuss their needs and support. If it is needed, the EHCP can be altered on the basis of agreement at these meetings. The critical points are around transition points for these reviews. The SEND service has added capacity to the team to enable it to attend these key review meetings and to help improve the quality of these plans.

4.58 The Chair asked contributors to highlight key information which they wished to take forward for inclusion within the strategy.

- Ickburgh School - noted that the four priorities highlighted earlier in the session but wished to emphasise the need for strategic commissioning in planning for future needs of young people with SEND post 16;

- The Garden School - highlighted that there was a wide range of needs within the SEND cohort and this should be remembered in commissioning and planning service. Keeping this in mind, will help the locality to provide a more holistic range of services to support young people with SEND.

- Stormont House – it was hoped that there was a consensus for the sector to work more collaboratively and that there is a need to take an aspirational approach to supporting young people across the authority.

- New City College – emphasised that there was a greater need to include the voice of young people in the planning and delivery of education and training services for them. EHCPs are pivotal in supporting the needs of young people and these need to be more focused and responsive to young people's needs.

BSix – the earlier that placements are agreed the better placed agencies are to support transition and put in place appropriate support for a young person with an EHCP. It was also important to ensure that young people had a voice throughout their education and training pathways.

Supported Internships LBH – there was a range of good practice across the sector which needed to be developed further through more collaborative working. A more strategic approach to commissioning would help coordinate and direct provision and help services prepare for future increases in demand.

4.59 The Cabinet Member concluded by highlighting a number of key issues from the discussion:

- Whilst it was clear that a number of schools were aiming to make their schools and classrooms more inclusive, this was still 'work in progress' and more can be done to improve this;
- Like for many other young people, transition points were a major source of anxiety for children with SEND and it was clear that more could be done to provide early help to this group of young people to support them through this process.
- Local data has shown the association between young people with SEND and their likelihood to be excluded. Given that it is also known that the critical points for exclusion were pre and post transition, it was suggested that early help to young people with SEND before and after transition may help to reduce incidence of exclusion.

4.60 The Chair thanked all partner agencies for attending and contributing to the discussion of post 16 education and training pathways. The Commission would review the evidence presented, and make a number of recommendations to inform the refresh of the Post 16 SEND Strategy.

5 Cabinet Member Questions - Cabinet Member for Families, Early Years and Play (21.05)

5.1 The Cabinet Member for Early Years and Play attended to respond to questions covered within this portfolio. As per scrutiny protocol, the Commission had identified 3 policy areas on which they would like to direct questioning.

1. How is the council working to alleviate childhood poverty, and in particular childhood food poverty?
2. To update the Commission on the Troubled Families Programme; funding arrangements and plans to embed support locally.
3. To provide a brief update on children's centres, what services they provide and who uses them? How are vulnerable families supported by Children's Centres? How will the Children's Centre Engagement exercise guide and inform service provision - especially Stay and Play provision?

Childhood Poverty

5.2 The Cabinet member noted that there was a manifesto commitment to develop a poverty reduction strategy. This was particularly important as latest estimates suggest that as many as 48% of children and young people were living in poverty in Hackney (once housing costs are included). This is the highest level of childhood poverty recorded for Hackney.

5.3 It was noted that there are three main drivers for increased childhood poverty in Hackney these being:

- Local housing pressures
- Welfare reforms which have led to reduced level of financial assistance, and have caused financial hardship (e.g. Universal Credit)
- Changing nature of employment with greater prevalence of low paid unsecure jobs.

5.4 The council has taken a number of actions in response to growing levels of poverty:

- Inclusive Economy Strategy – this would aim to ensure that all sections of the community can benefit from economic growth in the borough;
- Housing & Homeless Strategy – there were provisions to limit evictions;
- Early Help Review – this was assessing how preventative interventions could help to reduce family poverty;
- Debt Advice - local services were commissioned to provide debt advice and support to families which are struggling financially (e.g. CAB, Law Centre);
- Council workforce – cheaper loans and salary advance to help staff to reduce debts.

5.5 In the recent budget agreed by the Council, £500k had been allocated to poverty reduction strategies which included funding for food poverty work, housing case work (£200k), early help pilots (£70k) and poverty proofing council policies. In relation to food poverty, a number of initiatives were taking place:

- Increasing access to health start vouchers – to help parents obtain fresh fruit and vegetable as well as vitamins and baby milk;
- Increase take up of Alexander Rose vouchers which also offer help to buy healthy foods, but are also available to those families who have no recourse to public funds;
- Increase take up of free school meals, with the council exploring the possibility of extending this to all primary schools if a cost-effective option can be found;
- Improving the 'holiday hunger' response across the borough.

Questions

5.6 Are there any plans for emergency feeding of children and young people should the coronavirus take hold and children are off school for a long period of time?

- The council was aware of this issue and there are resilience plans to help schools respond and to support children and families that might be affected. Whilst there were no plans to close schools at this time, this remained an option should the virus take hold. At present, the council was following Public Health England advice.

5.7 How much money has been spent on Collaborative Casework to reduce poverty?

- This has only just been approved for the 2020/21 budget and casework will start from April this year.

5.8 The Commission sought clarification on the Move on Team which was helping families move into the private rented sector where there were no social housing options available.

- This was covered by the Cabinet member for housing.

5.9 As well as increasing poverty there was also increasing inequalities, how do these intersect and what can the local authority do in response?

- The drivers for increasing poverty and inequality are very much the same. The levers that the council has to bring about such widespread change are limited in that it cannot determine levels of welfare benefits or the number of units of social housing developed across the borough. The council was nonetheless working hard to reduce poverty through improved and better debt advice and making sure that limited emergency funds were used to best effect to support local families.

Troubled Families Programme

5.10 This is a government funded programme to support families with multiple and complex needs by joining up local services dealing with each family's problems as a whole rather than responding to each problem, or person, separately. A whole family approach is taken in the assessment of a family's needs and a wide range of health and social care services contribute to the development and delivery of that action plan.

5.11 The local authority is required to develop an outcomes framework against which progress and successes can be measured within the Troubled Families Programme. This evaluative data is connected to the payment by results (PBR) system which is used to fund this initiative centrally. To qualify for payments, improvement must be sustained for at least 6 months in the qualifying criteria (below).

5.12 To qualify for this programme, families must have qualifying criteria in two of the following criteria:

- Crime and ASB;
- Education and attainment
- Children in need
- Work and finances
- Physical and mental health

- Community safety.

5.13 As of 27th February 7,000 families had been identified as potentially qualifying for support within the Troubled Families Programme in Hackney. To date the programme has supported 3,510 families to make sustained improvements to qualify for PBR, a conversion rate of 50% (the London average being 41%). Demographic data from the programme demonstrated that:

- 43% of families helped were of black British ethnic origin, 31% white British and 9% Asian/ Asian British.
- Including all parents and children on the programme, 14,272 were female and 10,807 were male.

5.14 Local authority provision of Troubled Families Programmes is subject to external scrutiny via spot-checks from DCLG. In 2019, a spot-check process was undertaken in Hackney using a 10% sample of local cases. No problems were identified and the authority received a favourable report from DCLG.

5.15 Funding was due to cease in March 2020, but additional funding has been provided to all authorities until March 2021. Whilst payment systems will continue, local authorities were expected to embed services via transformational plans. It is expected that the early help review currently taking place in Hackney will consider how the programme can be embedded within the local service framework. The national spending review would determine if further funding will be provided to this scheme.

Questions

There were no questions from the Commission.

Children's Centres

5.16 There are currently 21 Children's Centres in Hackney over 6 cluster areas. The Centres offer a wide range of early education, health and childcare services including SLT, community midwifery, health visiting. In February 2020, Millfield's Children Centre decided to cease running day-care within their children's centre to be effective from September 2020. HLT will liaise with the Children's Centre to ease transition, and it has reiterated that it will continue to support the provision of freely available services such as Stay and Play services from the Millfields site.

5.17 The Children Centre offer will be central to the early help review taking place across the council. It was also acknowledged that Children's Centres would help shape the manifesto commitment to develop Opportunity Hubs which may see an extension of the family support offer through these sites.

5.18 Some of the key issues to emerge from the recent consultation with parents at local Children's Centres was the importance of Stay and Play services, the desire for extended service provision to cover weekend openings.

Questions

5.19 The Commission sought reassurance that there were no plans to restructure or reduce provision at any other children centre?

- Whilst there were no plans to reconfigure provision, it was noted that two other children's centres who are commissioned by the HLT to provide services were currently facing financial challenges. The early help review will assess the role of children's centres to ensure that there was no duplication with other services and that support was provided in the geographical areas where this was most needed.

The Chair thanked Cabinet members for attending and responding to questions from the Commission.

6 Children and Young People Scrutiny Commission - 2019/20 Work Programme (21.30)

6.1 A number of amendments have been made to the work programme for the final meeting of the CYP Commission for 2019/20 which included:

May 12th 2020 - the Commission will review a number of City & Hackney's emerging children's mental health strategies as part of pre-decision scrutiny:

- Emotional Health and Wellbeing Strategy; and
- Approach to Adverse Childhood Events.

7 Minutes of the Previous Meeting (21.30)

7.1 Minutes for 15th January, 27th January and 11th March were not available but would be presented at the next available meeting.

8 Any Other Business

8.1 There was no other business. The meeting closed at 9.55pm.

Duration of the meeting: Times Not Specified

London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Wednesday, 20th May, 2020

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

Chair	Councillor Sophie Conway
Councillors in Attendance	Cllr Margaret Gordon (Vice-Chair), Cllr Sade Etti, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Katie Hanson, Cllr Clare Joseph, Cllr Sharon Patrick, Cllr James Peters and Cllr Clare Potter
Apologies:	None.
Co-optees	Graham Hunter, Justine McDonald, Luisa Dornela, Shabnum Hassan, Jo Macleod, Ernell Watson, Shuja Shaikh and Michael Lobenstein

Officers In Attendance

- Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care
- Cllr Caroline Woodley, Cabinet Member for Early Years, Families and Play
- Anne Canning, Group Director, Children, Adults and Community Health
- Sarah Wright, Director, Children and Families Service
- Annie Gammon, Head of Hackney Learning Trust and Director of Education
- Paul Senior, Interim Head of High Needs & Schools Places
- Tim Wooldridge, Early Years Strategy Manager, Hackney Learning Trust
- Stephen Hall, Assistant Director for School Standards and Improvement, Hackney Learning Trust
- Anton Francic, Senior Secondary Adviser, Hackney Learning Trust

Members of the Public 2

Officer Contact:

Councillor Sophie Conway in the Chair

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1 Apologies for Absence

1.1 There were no apologies for absence.

2 Urgent Items / Order of Business

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

3 Declarations of Interest

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

- Cllr Peters was a governor at a local special school;
- Cllr Chauhan was member of NEU and a teacher at a school outside the borough;
- Graham Hunter was Foundation Governor for the Primary Advantage Federation;
- Shabnum Hassan was a Parent Governor at a local primary school;
- Jo McLeod was a Governor at a local school in Hackney;
- Justine McDonald was a headteacher at a local secondary school.

4 Annual Update on School Achievement 2018/19 (7.05pm)

4.1 An update on pupil attainment is provided each year to enable the Commission to maintain oversight children's progression and attainment in Hackney. The report provides analysis of pupil attainment at three stages:

- Those reaching a 'good level of development' (GLD) at Early Years Foundations Stage (EYFS) (at age 5);
- Key Stage 2 (at the age of 11 in Primary);
- Key Stage 4 (at the age of 16 in Secondary).

4.2 The Cabinet member introduced the report, and noted that there was much to celebrate about the achievement of local young people, many of which who had continued to progress throughout their schooling. The authority was mindful of the attainment gap between different groups of young people, particularly those children from black Caribbean and black African ethnic groups. The authority will continue to maintain oversight of under-achieving groups of young people to ensure that there is focused support to help close the attainment gap with their peers.

4.3 Covid 19 has meant that schools have been closed since March, and this will impact on assessments for this academic year.

GLD – Early Years Foundation Stage

4.4 Whilst overall performance of children in reaching a GLD at EYFS had remained broadly static at around 70%, this figure continued to be influenced by lower levels of attainment of children attending settings in the Private Voluntary and Independent (PVI) sector. The attainment gap between those achieving a GLD in maintained settings (77%) and those in PVI settings (22%) remains substantial.

4.5 There is also a significant (and ongoing) gender attainment gap at EYFS, with just 63% of boys reaching a GLD compared to 77% of girls. The attainment gap is more pronounced in PVI settings, where 34% of girls reached a GLD compared to just 12% of boys. Whilst black African and black Caribbean children in Hackney performed better than national averages, attainment is still below that of other ethnic groups locally.

Questions

4.6 What conversations have taken place with schools in the PVI sector and what level of resources are available to help improve attainment of children within these settings?

- HLT engages with all independent settings and is helping them to improve performance at EYFS. There are a number of factors which impact on performance in this sector. In local PVI settings, which are predominantly within the orthodox Jewish community, two separate curriculums (religious and secular) are being taught which limits the time that children study for EYFS goals. Secondly, there are generally fewer qualified teachers in the PVI sector which impacts on outcomes. Finally, children in the PVI sector have English as an additional language which impacts on their attainment levels for EYFS assessments (e.g. literacy, communication). Furthermore, PVI settings generally prioritise the learning of Hebrew over English which means that progress in the latter is usually delayed at this age. HLT aims to support PVI settings by providing training on the teaching of phonics and helping schools create environments which are conducive to spoken English.

4.7 What kind of assessment are used to assess a GLD at EYFS?

- This is a teacher or practitioner assessment based on their knowledge of that child in the past 12 months that they have taught them. Children are tested on the Early Learning Goals which focus on what children are expected to do by the age of 5, essentially their readiness for schooling. Reaching a GLD is measured by an accumulation of assessments in respect of a child's literacy, numeracy, communication & language, physical development and personal development. Assessments are moderated by the local authority.

4.8 What comparative data is available about PVI performance at EYFS in other London boroughs or other parts of the country? Can Hackney learn anything from the approaches of other boroughs with PVI settings in the Orthodox Jewish community, or where there are significant levels of children who have English as an additional language.

- HLT works closely with counterparts in Barnet (where there is also substantial orthodox Jewish population) to share good practice and learning materials. Whilst there were similarities with Orthodox Jewish communities in Barnet and Salford, it was noted that this community in Hackney was much larger and different to other local authorities. It was suggested that datasets were not comparable given the difference in these local communities.

4.9 What work does HLT undertake with non-Orthodox Jewish schools in the PVI sector in Hackney in respect of EYFS?

- There are just 2 PVI schools/ nurseries outside the Orthodox Jewish community in Hackney. Whilst HLT does receive data on these schools, the number of children attending is very small where about 8-10 pupils are in this cohort.

Key Stage 2

4.9 The headline assessment for this cohort of young people is the number of children who reach the expected standard in reading, writing and mathematics in their final year of primary school (year 6). Compared to the previous year, a 5% fall in the number of children that reached the expected standard at KS2 was recorded in 2018/19. Although Hackney has traditionally outperformed national averages, there has been a three-year decline in attainment at KS2 and thus levels of attainment are now just on-par with national figures.

4.10 Under performance in reading has been identified as a key factor in the continued decline in attainment scores for children at KS2. HLT have supported a number of initiatives to help improve reading capabilities of young people in primary settings across Hackney. In-line with overall figures, attainment levels of black Caribbean and black African children in Hackney have also reduced over the 3-year period, and in 2018/19 now underperform compare to national figures.

Questions

4.11 Although there are no exams for primary schools this year, though internal teacher assessments will take place. Will these assessments be given to HLT and subsequently to this Commission?

- As directed by central government, HLT will not be collecting any data on assessments from schools. As a result, there will be no performance data for this year, and therefore there will be nothing through which to compare next year's data.

4.12 Why has Hackney performed so poorly at KS2 and in reading in particular, when our neighbouring boroughs in Newham and Tower Hamlets have continued to improve and now outperform Hackney?

- It was noted that both the schools and HLT had not anticipated such a fall in performance. HLT has continued to support local schools in the past year to focus on teaching and learning, and in particular a focus on reading skills. With no assessments being undertaken this year, there will be no measure as to how effective these interventions have been.

4.13 What interventions have HLT undertaken to reduce the attainment gap between young Turkish / Kurdish, black African and black Caribbean boys and their peers. How have local initiatives such as the Young Black Men Programme and the Inclusive Leadership initiative impacted in reducing the attainment gap?

- The HLT recognised this disparity as a local trend. From September 2019, HLT has reformed the Performance Group Fund to a more community orientated approach which has developed a number of themes: unconscious bias training for schools, promoting parental workshops to encourage more reading at home and further teacher training as well as more focused work with disadvantaged groups. It is hoped that this work will impact on future assessments.

Key Stage 4

4.14 There has been continued improvement in all headline measures at KS4 and Hackney was in the upper-quartile against all other local authorities. Students in Hackney schools make better progress (Attainment 8) than their peers and progress scores remain positive for the past three years (0.29-0.38). Almost one-half (48%) of students in Hackney achieved a strong pass (grade 5-9) in maths and English and 69% scored a standard pass (grades 4-9). Both of these measures are above the national average.

4.15 Both boys and girls in Hackney also outperformed national averages in respective of strong and standard passes in maths and English. In borough gender differences in attainment at KS4 continue to be observed, and where the gap was noted to increase in 2018/19.

4.16 In respect of ethnic grouping, a higher proportion of black Caribbean boys in Hackney have continued to perform better at Attainment 8 compared to national figures. Conversely, black African boys have performed less well at Attainment 8 than their national counterparts in 2018/19, a continued downward trend.

4.17 It was noted that Hammersmith & Fulham, Enfield, Greenwich and Brent were among 10 statistical neighbours for Hackney, and the borough was in the top 3 performing boroughs in this cohort.

Questions

4.18 What are the assessment arrangements for this year at KS4, has any additional guidance been issued locally? How can we ensure that predictive grades being used for exams this year do not further compound educational racial disadvantage and inequalities?

- HLT has produced its own guidance on the cancellation of exams and on arrangements for undertaking teacher assessments. This is in addition to guidance provided by Ofqual, and contains information around unconscious bias. All schools have generated assessments grades which have been sent to examining boards.

4.19 Is there any idea of the number of this years GCSE cohort who intend to re-sit exams in November?

- This is not known at yet, as the situation is very dynamic.

4.20 The Chair concluded that there appeared to be downward trend in the performance at young people at GLD and KS2 stages, some of these which run counter to national and regional trends. As the Commission was preparing its work programme for 2020/21, the Chair concluded that it may be worthwhile if this issue was analysed in greater detail at a future meeting. Similarly, some of the inequities among the performance of groups of certain groups young people look to be entrenched (e.g. black Caribbean boys, black African boys and Turkish & Kurdish boys), and it would be useful if the Commission could have oversight of the strategies which are being used to reduce these attainment gaps.

The Chair thanked officers for preparing the attached reports and for responding to members questions.

5 Covid 19 - Children & Young Peoples Service Response (7.25pm)

5.1 The main focus of the meeting was on the local response to the Covid 19 pandemic, particularly as to how local services have continued to provide support for some of the most vulnerable children in the community (looked after children, those children on child protection plans, children in need and those children with SEND). To support this item, the Commission requested a briefing from Children and Families Service and Hackney Learning Trust on the response of local services and how it was continuing to support vulnerable children.

5.2 The Cabinet member introduced both the CFS and HLT papers and highlighted the following key issues from the reports:

- Both CFS and HLT had worked hard to maintain contact and oversight of children and young people in Hackney, and whilst most contact was now virtual, face-to-face visits were still taking place where these were necessary.
- Although Youth Hubs have not been able to operate, an on-line offer had been developed. In addition, Young Hackney has redeployed staff elsewhere in the social care system where this is needed (e.g. schools contacts and FAST).
- The authority was working hard to maintain safeguarding oversight of vulnerable children, and safeguarding partnership meetings have continued to meet, with the active contribution of partner agencies;
- CFS and HLT had developed a joint database of local vulnerable and in-need children to help focus support. Partners met twice weekly to review this list, and were keen to continue this development going forward.
- Schools have been working very hard to continue to support local vulnerable children and children of key workers, and HLT and CFS have supported them in this work.

5.3 The Group Director for Children, Adults and Community Health also highlighted a number of issues from the reports;

- Local services had worked hard to maintain support for children and families at this time and that there had been many new and positive ways of working that have been developed in response to Covid 19. It was apparent however that there was a need to understand more about children and young people's needs at this time, in particular how the pandemic had impacted on their lives and the lives of their families. Aside from the physical and emotional impact, it was also important to understand how the pandemic was affecting their future aspirations.
- Secondly, the authority was mindful that the closure of schools and other educational settings might compound disadvantages and inequalities experienced in the local community. In this respect, the authority was already planning future provision to ensure that efforts to close the gaps in attainment were not lost during this pandemic response.

Children and Families Service

5.4 The Director of CFS also highlighted a number of issues contained within the CFS briefing:

- Practitioners were working hard to maintain contact with young people and in many cases, contact with children had increased in this period. Whilst young people in general were receptive to virtual contact, a digital divide was evident and the service was helping to bridge some of these gaps (e.g. providing SIM cards, internet provision).
- The referral rate into children's social care had fallen significantly which was a concern. Current referrals were just 51% of what would be expected, most of which was attributed to a fall in school referrals. The number of children on a child protection plan or looked after by the authority has remained broadly static during this time.
- Domestic abuse referrals into the Domestic Abuse Intervention Service have increased by 50%, which have precipitated an increase of 5-10% in children's social care referrals about domestic abuse.
- The Young Hackney offer to young people was now all on-line and the service had developed a wide range of resources for young people. Almost 1,700 young people continued to use this service.
- With additional support to foster carers and an extended offer from the Virtual School, CFS have managed to maintain placement stability of looked after children for now.

- Recognising the unique demands placed on disabled children and their families at this time, the Disabled Children Service had maintained high levels of contact and support with children and families.

Questions – Children and Families Service

5.5 To what extent have the health sector been involved in supporting young people, particularly in relation to mental health and wellbeing?

- There is strong partnership work with local health services, and there is a good working relationship with key health staff such as GPs. In relation to young people, the Council was mindful of the impact that Covid 19 has had upon them and their families, particularly in relation to their mental health and emotional well-being.

- The CFS in-house Clinical Service is working closely with Child and Adolescent Mental Health Services (CAMHS) to help prepare schools for when children return.

5.6 Can you provide further details behind the increase in domestic abuse referrals? How many emergency housing places are there to support victims of domestic abuse?

- The 50% rise in referrals related to the Domestic Abuse Intervention Service. Whilst self-referrals have increased, police referrals have decreased. Some of the referrals are new clients, though many are known to the service. Where children are part of the referral, these are referred to children's social care for assessment and support. The service meets with all domestic abuse partners every two weeks to ensure that there is capacity across the sector to cope with demand. In terms of emergency refuge availability, this is coordinated by MOPAC working with housing partners across London. There is currently no shortage of refuge spaces.

5.7 What safeguarding guidance is available for home visits?

- The CFS has developed extensive guidance for practitioners that need to visit families in their own home. There is adequate PPE if practitioners need it and families are contacted in advance to ascertain the health status of the household (so that any risks are identified).

5.8 It was reported that a disabled young person was contacted only recently notifying them that they should be shielded. Why are vulnerable people being notified so late and are we confident that the systems in place for identifying vulnerable people that should be shielded are adequate?

- The shielded list is being issued in dispatches at intervals. This list is issued by the NHS and another tranche has recently been issued. These identification lists are developed centrally with little local input.

5.9 Is the same level of support provided to children being cared for by independent foster carers with in-house foster carers?

- A bespoke approach has been taken with foster carers. Regular contact is made with in-house foster carers, making sure what support they need. The Virtual School is in touch with all foster carers making sure that they have adequate education support at this time. The in-house Clinical Service is also working with foster carers assessing the impact the lock down is having on children and what support they may need in response. One-to-one support for carers is available together with additional financial support when needed (e.g. school equipment). In terms of independent providers, all support is provided through that agency, though the CFS does provide clinical support to fostered children in this sector.

5.10 Is any detached work continuing within Young Hackney given the closures of youth centres?

- Detached youth work was suspended at the beginning of lockdown, but this has since been reinstated to three times a week. It continues to make contact with children congregating in local community settings. It is unclear when youth services will be able to run from youth hubs again, and the service meets weekly to reflect on its offer and how this can be extended. It is anticipated that more activities will be operated through

detached youth work or through outdoor play facilities. Young Hackney is working with the community and voluntary sector to help develop a more coordinated approach locally.

5.11 Is there a timeline for when services will return to normal operations?

- There is no timescale for re-establishment of services. It was also difficult to predict the shape and nature of services when they are made available again. This is part of the council-wide recovery planning. The CFS was planning to increase the number of home visits where this could be done safely.

5.12 Given the likely backlog of referrals to the CFS, has there been any planning for a potential surge in demands for children's social care services?

- The CFS is building capacity for this eventuality and is confident that it will be able to move new referrals through the system quicker if a surge arises. Children's social care referrals are being tracked very carefully, assessing both the number and type of cases being referred. It is likely that this will be a daily process as referrals increase.

5.13 Has there been any additional guidance provided to schools in terms of the pastoral care provided in calls to children in their home? Has there been any additional safeguarding advice provided to teachers?

- A joint project between HLT and CFS has been taking place to support vulnerable children in Hackney. Initial guidance was that schools should be making contact with children at least once a week, though it was clear that the nature of this contact varied considerably. Additional guidance has been provided to schools which has provided lines of enquiry to pursue with children, aside from their learning, which has included their relationship with their family.

- Additional capacity has been provided within the FAST team to enable them to work with schools and provide advice and support to teachers working with young people in home settings, in particular what they need to do if they are not able to make contact with a young person.

5.14 Has there been any assessment of the financial impact on CFS of Covid 19 response and recovery?

- A very careful log has been maintained of all Covid 19 spending, particularly where additional support is needed for children and families. For example, there has been occasion to need to access emergency respite care for children in our care when carers are unwell. Finance colleagues are working with CFS to project forward what the year-end impact will be.

5.15 Of the 200+ people who have died of Covid 19 in City and Hackney, is there any further detail as to the age groups of people who have been affected. Is there a downward trend and what work is being done to prevent more cases?

- PHE provide regular bulletins of the number of people who have died and their demographic characteristics and these are published and are widely available. There has been good collaborative work across health and social care sectors to help minimise transmission of the virus. This is about (amongst other things) ensuring adequate access to PPE and the way that adult social care and health services create safe transfer of patients through the system. The local PH team will play a lead role in contact tracing in Hackney alongside other health colleagues.

5.16 Given that children are now more likely to be at home, has the DCS increased care packages for children? If so, what are the criteria?

- Care packages have increased for some children and families in the DCS. The service has been working closely with families to help identify the families new and emerging needs are and responding to these with additional support. Short breaks will continue to be available once lockdown restrictions end and the DCS will support families in taking up these respite opportunities.

5.17 How is the CFS working with young children that may have been impacted by Covid 19, through bereavement or financial impact on the family where parents may have lost their jobs.

- The Young Hackney service has seen an increase in referrals which is encouraging, as it would appear to demonstrate that young people are accessing support early. The CFS will continue to offer and develop access to early help through Young Hackney. It is expected that the service will see a number of children who are experiencing loss and bereavement and staff training has already commenced to support this. The in-house Clinical Service is also available to support young people experiencing loss.

Hackney Learning Trust

5.18 Since the middle of March when the lockdown was introduced, schools have been fulfilling two roles; continuing on-site education provision for vulnerable children and children on key-workers and remote learning to other pupils at home. It would appear that more children will be back on school sites from 1st June.

5.19 In terms of safeguarding support for vulnerable children, it had been agreed that the first point of contact would be through the school unless that child already had a social worker. Schools have prepared and are fulfilling this role.

5.20 In terms of Free School Meals (FSM), 30% of children are entitled to these locally. In the initial phase local schools provided vouchers (or food) directly to parents. This was superseded by the national scheme, which whilst having initial teething problems was now running smoothly. The national scheme comprises of a voucher of £15 per week per child.

5.21 In terms of resources, schools have worked hard to ensure all families have access to appropriate learning resources (additional IT and internet access). There is a government scheme which will provide laptops for children in year 10 for children who are entitled to FSM or have a social worker and aged 0-15 years. It was acknowledged that will support but not solve this problem.

5.22 Schools, as the major universal provider are the first point of contact for the 10,000 children locally who have SEND, of which 2,500 have statutory EHC plans, some of whom are supported in local special schools. Of these 2,000 children with an EHC plan, 800 are having their need met in 47 other local authorities outside of Hackney. As a result, there is a complex system of care and support across partner agencies, both within and external to the borough helping children and young people with SEND.

5.23 Much of the local offer has been moved on-line and via virtual connections to minimise disruption to children and families. In many cases the offer of partners is continuing as before, albeit through on-line assessment and support this includes the local CCG and the DCS. The SLT service has undertaken some exemplar work in supporting local young people which has been recognised nationally. Other significant achievements for SEND service included:

- Increased capacity at front line EHCP service;
- Reduced backlog of Educational Psychology needs assessments from 85 cases to 5 cases;
- Development of FAQs for parents of children with SEND;
- Good engagement with parents of children with SEND.

5.24 Whilst there was good partnership working among local agencies and active engagement with local parent groups, supporting over 10,000 children with SEND would be a challenge.

Questions for HLT

5.25 How much does the HLT know about the nature and level of educational input provided to children by local schools?

- Each school has a school improvement partner who is in regular contact with the head teacher. This ensured that there has been detailed guidance and support for remote teaching and learning from the outset. Whilst HLT does not have granular data on the nature and level of teaching in each school, it is confident that there is a good level of overall provision across schools in Hackney. There are lots of examples of teachers working hard to provide good remote learning tools and resources for their children.

5.26 What data does the HLT have about the digital divide among school age children? How can the authority increase access to IT hardware and internet services for those parents not covered by the national schemes?

- It was acknowledged that this was a significant issue with a large number of young people not having adequate access to laptops or having internet connections. The cost of supplying laptops to those in needs would run to millions and would be beyond the scope of the authority. HLT is working with the national partners to identify those children eligible for laptops within that scheme. The ICT and business support teams were also working together with HLT to increase local connectivity for young people.
- Schools have been doing lots of work to identify and support children in need of IT hardware and have a much better picture of local needs.
- Additional work was taking place within the community and voluntary sector to develop a hardship fund to help reduce the digital divide locally, particularly amongst those families who have no recourse to public funds.

5.27 In terms of 1st June reopening of schools, what support will be provided to local teachers who are reticent about returning given their own or their families health needs. Are there any contingencies if large numbers of teachers are not willing to return to work? Have staff and parents been consulted on the re-opening of schools?

- The Government ambition is that schools should re-open from 1st June 2020, though there is some flexibility in this approach. This is clearly not a straightforward process, with lots of planning needed to ensure the safety of both children and staff. In plans to return to school, staff are involved and consulted in local risk assessment processes. Although there are no plans to formally consult parents, it was understood that there will be no obligation for parents to return their children to school. It has been suggested that on average, 50% of parents were willing to return their child to school (it being much higher and lower in individual schools).
- It should be noted that 93% of schools were open, and that numbers of children attending had been increasing gradually in these schools. Therefore, the 1st June ambition will mean extending provision rather than reopening.
- Head teachers are in regular discussions with staff outlining the risk assessments being undertaken and the safety measures put in place to protect them. There are many factors to consider in these assessments. More detailed guidance from central government was needed however.

5.28 Given that many SEND support services are delivered through teachers and teaching assistants rather than trained therapists, with school closures many children with SEND are missing out on the support that they require.

- There has been a recognition that therapeutic services such as SLT and OT will need to make reasonable adjustments to deliver the offer to children and young people with SEND. SENDIAGS is now working with 75 local families to help them navigate and use local services. Whilst there are clearly limitations in how that offer is delivered given the constraints of social distancing, there has been positive feedback from families on the continued access to services that they are receiving which is reassuring. The SEND service was continuing to reflect on its provision and consult with parents to help identify any gaps in local provision and work to resolve these.

5.29 How will children who have complex SEND needs (e.g. those with an autism) be reintegrated back into schools, particularly those returning to mainstream settings?

- Schools are aware of the challenges in preparing children to adjust back. In many cases individual assessments may be needed to identify what support or adjustments

may be necessary for a new school environment for them. There may also be phased returns for children to help them in this adjustment process.

- Reinforcing a point made earlier, as 93% of schools were already open, most schools will be extending provision after 1st June rather than a wholesale restart. At the Garden school, there have been on average between 27-28 learners on site in recent weeks providing support to the most vulnerable children. Thus, for most schools there will be a need to scale-up provision and put in measures to support the delivery of education in a way in which risks are minimised.

5.30 Given that Covid 19 will figure prominently on future scrutiny agendas, the Chair asked members of the Commission if there were specific areas that should be included for forthcoming meetings? A number of topics were suggested by members and officers which included:

- Further scrutiny of the digital divide and the strategic response of the Council;
- Supporting the mental health and wellbeing needs of young people;
- Schools education plans for the summer break and upscaling provision for September 2020;
- School transitions particularly those from primary to secondary and post 16 (July meeting)
- Planning for a potential surge in demand for child protection and wider social care support as lockdown restrictions ease;
- Further data from young people as to how the pandemic is affecting them and impacting on their needs and use of local services;

The Chair thanked all officers for preparing reports and for attending and responding to questions from the Commission.

6 Children and Young People Scrutiny Commission - 2018/19 Work Programme (8.30pm)

6.1 A new work programme was in development and members of the Commission, senior officers and other local stakeholders will be consulted in this process. Given that it is likely that Covid 19 will continue to strongly influence work programme of not only this but other scrutiny Commissions, the Chair would liaise with other Scrutiny Chairs to coordinate and plan scrutiny functions approach to the Covid 9 response and subsequent recovery plans.

6.2 An outline work programme will be prepared for the next meeting on June 15th 2020

7 Minutes of the Previous Meeting (8.30pm)

7.1 The minutes of the meeting held on the 15th January were approved. A report has been prepared on the Child Friendly Borough proposals has been prepared with recommendations and would be circulated to members for consultation.

8 Any Other Business

8.1 The Chair noted that as virtual meetings were in their infancy the council was keen to reflect and learn from members experience of the meeting. Officers would be contacting members shortly after the meeting to obtain feedback on their experience so that improvements can be developed where necessary.



The Chair closed the meeting at 9.00pm.

The next meeting will be held on Monday 15th June.

Duration of the meeting: Times Not Specified

London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Monday, 15th June, 2020

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

Chair	Councillor Sophie Conway
Councillors in Attendance	Cllr Margaret Gordon (Vice-Chair), Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Katie Hanson, Cllr Sharon Patrick, Cllr James Peters and Cllr Clare Potter
Apologies:	Cllr Sade Etti and Cllr Clare Joseph
Co-optees	Graham Hunter, Ernell Watson, Shuja Shaikh, Michael Lobenstein, Aleigha Reeves and Raivene Walters
In Attendance	<ul style="list-style-type: none">• Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care• Cllr Caroline Woodley, Cabinet Member for Early Years, Families and Play• Anne Canning, Group Director, Children, Adults and Community Health• Sarah Wright, Director, Children and Families Service• Annie Gammon, Head of Hackney Learning Trust and Director of Education• Marian Lavelle, Head of Section, Admissions and School Place Planning• Amy Wilkinson, Integrated Commissioning Workstream Director, Children, Young People, Maternity and Families (CCG/LBH)• Sophie McElroy, Wellbeing and Mental Health Service in Schools, (WAMHS), Programme Manager, City & Hackney CCG / HLT
Members of the Public	The meeting was broadcast live.
Officer Contact:	Martin Bradford - martin.bradford@hackney.gov.uk  020 8356 3315  martin.bradford@hackney.gov.uk

Councillor Sophie Conway in the Chair

1 Apologies for Absence

1.1 Apologies for absence were received from the following:

- Cllr Clare Joseph
- Cllr Sade Etti
- Justine McDonald
- Luisa Dornelas
- Shabnum Hassan

1.2 Apologies for lateness were received from:

- Graham Hunter

2 Urgent Items / Order of Business

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

3 Declarations of Interest

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

- Cllr Peters was a governor at a local special school;
- Cllr Chauhan was a member of NEU and a teacher at a school outside the borough.

4 School Admissions (19.10-19.30)

4. School admissions is a standing item which is taken annually within the work programme. The aim of this item is for the Commission to maintain oversight of school admissions processes, to ensure that there are satisfactory arrangements for those children entering primary (reception) and secondary school in September 2020 and that there is sufficient school capacity in years going forward, for which the Council has a specific duty.

4.2 Hackney Learning Trust highlighted key points from the submitted report about the 2020 school admissions process:

- For reception and secondary entry, virtually all (99%) parents applied via the on-line tool;
- A high proportion of parents expressed a first preference for a Hackney school: 96% for primary entry and 87% for secondary applications;
- In terms of meeting parents preferred choice of school, local results were on par with regional averages - 95.2% of primary and 88.3% of secondary school preferences ranked 1-3 were met in Hackney;
- 144 of reception admissions and 303 secondary admissions were out of borough, which reflects the cross-border flow with neighbouring boroughs;
- Children with an EHCP have a separate admissions process; this demonstrated that a majority obtained placements in mainstream settings in Hackney for September 2020.

4.3 In respect of school place planning, there had been a decline in reception class places since 2016. There were however, 37 more children in this year's reception class compared to the previous year. GLA projections suggest that there will be a gradual growth in places with an additional 70+ projected places in 2024 compared to 2019. In terms of secondary place planning, there was sufficient capacity to meet local needs. In future years however, there will be a surplus unless additional pupils from out of borough take up secondary school places in Hackney.

Questions

4.4 How many children with SEND did not get their first school preference at primary and secondary? How many children whose first preference was for a special school were not able to attend?

- Officers did not have data to hand on the first preference choices of children with SEND as this was managed by a different team. This would be provided to the Commission for the next meeting.

Action: To provide data on the first preference choices of children with SEND at primary and secondary together with their final placement (including how many children who had a local special school as their first option).

4.5 Why have a large number of parents in E5 not been successful in obtaining a place in any preferred school?

- 39 parents in E5 were not offered a place in a preferred school at National School Placement day. This in part was because this postcode covered a large geographic area, but in many cases, children did not reach the criteria for admission in local non-denominational schools (e.g. if a sibling did not attend).

4.6 What strategic analysis does HLT undertake in respect of oversubscribed and under-subscribed schools? What are the characteristics of under-subscribed schools and what support is available to schools that are struggling to attract sufficient numbers of children?

- Strategic analysis of oversubscribed and under-subscribed schools is undertaken each year. There is a consistent pattern in those schools which are oversubscribed which tended to repeat year on year. For example, Mossbourne Community Academy is greatly oversubscribed each year, and this year it received over 1500 applications for 216 places, continuing the previous trend. In general, whilst most secondary schools in Hackney are full, most parents get their 1st, 2nd or 3rd preference school and are content. A number of transition events are held in year 5 where parents have the opportunity to meet local secondary heads. This process can help to increase local applications; for example, a rise in applications at Our Lady's was attributed to increased parental awareness that the school accepted applications from children from a wide range of faiths other than practicing Catholics.

4.7 What support is offered to parents whose children were not allocated a place in any of their preferred schools?

- All children were offered a school place on National Offer Day, including those where none of the preferred choices were available. Where no spaces were available at preferred school, children were offered a place at their nearest school where there was a vacancy. If parents were not happy with this place, they could contact the department to be placed in another school where there was a vacancy. It was noted that children may remain on the waiting list for higher preference schools which they may take up should a vacancy become available.

4.8 Children with SEND have particular concerns around transition where there may be considerable anxiety for both the child and the parent. How are such parents and children supported? What work is undertaken with local parents of children with SEND who may find it difficult to navigate and assess local opportunities?

- Transition for young people with SEND has been managed by the school improvement team which is in regular contact with secondary schools to ascertain what is offered to children to support the transition process. A range of support is generally available which can include virtual tours, telephone and video calls with the school and other on-line resources. The SEND team liaises with the school to ensure that secondary schools are aware of the young people entering the school and to facilitate engagement with the young people concerned. There is also significant transfer of data to accompany a child's move from primary to secondary school which includes primary CAT assessments and other pupil data.

- Induction was very important and whilst schools would prefer if this was done face to face, in many instances this was now done virtually. Group sessions with parents are now generally being replaced by on-line sessions. Particular attention is given to vulnerable students who may experience transition difficulties, and HLT has issued guidance to local schools to this effect.

4.9 How does the banding operate in relation to school places?

- Banding takes place to support schools which are oversubscribed to admit pupils with a range of abilities, bands A through to D or E. Local data shows that children who did not get their first preference schools were more likely to be in lower bands (C, D, and E). It was also the case that some schools who were oversubscribed sometimes exhaust their Band A and B waiting list before their Band C and D waiting list. Similarly, when the distance from where the child lives from the school is analysed, band A children will often live further away than band C and D children. As a whole however, schools aim to accept applications in equal proportions from 4 or 5 bands as they apply their subscription criteria (as seen in appendix B of the attached report).

- There have been particular concerns about the preferred school choices for boys resident in E5 and E8. Parents have been engaged in these areas to ensure that they are aware of all the school options for their child and to make sure that they indicate the full range of preferences within the application process. It was important that parents were aware of the admissions criteria for a number of local secondary schools where these were very specific or were restricted to a very localised geographic area.

4.10 What is the impact of a temporary PAN for school numbers?

- As schools are funded on a per pupil basis, it is not financially viable for a two-form entry school to run within an intake of pupils (1 class full and another 1/3 full). It is better financially for a school to operate with one full class than operate with two classes. The decision to CAP entries is undertaken with the agreement of the school and often at the request of schools to help assist in staff planning and effective school budgeting.

4.11 To what extent will Covid 19 impact on the school admissions for September 2020?

- At this time, it was difficult to determine what the impact of Covid 19 would be for school admissions for September 2020. It was acknowledged that school attendance numbers were currently low, but would hopefully increase as the health situation improves and parental confidence grows. It was acknowledged that there would be a number of families who may not feel confident about returning, particularly those that are shielding (parent or child), and that additional support would be required.

4.12 Is it right to assume every child has been given a place in primary or secondary school? What support is available for those children who do not have a place?

- Every child has been offered a school place for September 2020, including those who have applied late. Although a few late applications were still being received, it was expected that all late applications would be offered a place irrespective of whether this was for reception entry or secondary transfer.

The Chair thanked officers for the report and for responding to questions from the Commission.

5 COVID 19 Response and Recovery (19.30-20.45)

5.1 The Commission is continuing to monitor the impact of COVID 19 upon children and young people and the subsequent response of the Council and its partners. This item was split into three parts:

- 1) Views of Hackney Youth Parliament;
- 2) Briefings from Hackney Learning Trust and Children and Families Service;
- 3) Impact of Covid 19 on young people's mental health and emotional wellbeing.

Hackney Youth Parliament

5.2 Five representatives from Hackney Youth Parliament (HYP) presented to the Commission highlighting a number of ways in which Covid 19 had impacted on children and young people locally.

Representative 1

- Although young people are equally affected by Covid 19 they do not receive as much information or updates as regularly or as fully as adults.
- If HYP was able to receive more regular updates, then representatives would be able to cascade this information out to a wider range of young people.
- Engagement by schools and teachers was varied, where young people reported that teachers were not checking up with them as much as they'd expected or liked.
- It was also suggested that school communication was too focused on parents, who may not always have a detailed understanding of what children are studying, how they study and the wider assessment and examination processes.
- Young people needed to be involved more in conversations with the school, particularly decisions that affect them and their future (e.g. around exams and assessments).
- Whilst authorities have listened to young people, there was a desire to see more practical steps to respond to the issues that they had raised.

Representative 2

- It was clear to young people that schools had reacted very differently to lockdown, and that on-line teaching support and pastoral care systems put in place varied from school to school. Some schools had not allowed pupils to directly contact their teachers because of safeguarding concerns, this blurred communication between the pupil and the teacher which meant that study programmes and study priorities, or how courses and examinations may change as a result of Covid 19 were not clearly understood.
- Young people had reported that they had been set work which was not related to their programmes of study or had not extended them to help them reach their expected level of attainment. This had left students feeling disorientated and disengaged.
- Prolonged educational disruption was problematic as this had led to a sense of disengagement among young people. As schools were beginning to reopen to more children, young people were concerned as to how schools would help them transition back, assist them to catch up and progress them with their academic plans and aspirations. This was a widespread concern which was causing considerable anxiety and stress among young people.
- Young people were not clear how schools were going to support those who had got behind in their work, or whether additional support would be provided to allow them to catch up. Young people were concerned that the school may not allow them to continue in classes if they had fallen behind.
- As a priority, schools should protect the mental health and academic future of young people going forward.

Representative 3

- Schools should be contacting young people more regularly or consistently not only to set work, but also check on their wellbeing and how they were coping.
- Students without access to laptops or other digital devices had found it difficult to access course resources on-line. This issue was likely to be much larger than reported as young people and their families may be embarrassed to acknowledge this with the school.
- Some children's ability to study has been restricted because they were young carers, or were required to care for people who were shielding at home, or needed to undertake other household duties. With everyone at home, children often did not have a dedicated space to study and were required to share study areas with their siblings or work spaces with their parents.
- There was also a concern that children who were entitled to free school meals were still getting vouchers for food whilst they were studying at home.

Representative 4

- Young people were worried about examination processes for this year and the use of teacher assessments to determine GCSE grades instead of exams. As the Black Lives Matter protests had highlighted, many statutory services, including education services were institutionally racist or unconsciously biased which disadvantaged young people from Black, Asian and other minority ethnic (BAME) groups.
- Young people were concerned that there would be little or no action to respond to issues raised by BAME communities if those people in places of power did not acknowledge or try to understand the discrimination or the disadvantage they experienced.

Representative 5

- The views presented were reflective of the broad experience of young people across Hackney, and young people were very concerned about academic progression, whether this be to secondary school, the next academic year or to another institution.
- The lack of engagement by schools had left young people alone with their thoughts too frequently, which combined with a cessation of youth provision had led to them feeling stranded and not knowing which way to turn. Young people were using social media as a way to engage with others and to share their views and experiences which had been helpful.
- The degree to which young people had been affected by the death of George Floyd and the Black Lives Matter movement should not be underestimated. Young people were frustrated and overwhelmed by the issues that were being raised and how racial discrimination impacted on their daily lives.
- The representative had received an upsetting and racist email from her school, but had received support in dealing with this via the HYP support workers. It was acknowledged that not all young people would have such support however, and further support was needed for young people at this time. It was noted that a helpline had been set up but it was not clear how well this had been promoted amongst young people.
- Whilst HYP representatives indicated that it was positive to be told that they were valued by the Council and that it was important that their voice was heard, overall, there was a feeling that they were underutilised, particularly in the current pandemic when young people have many unanswered concerns. The representations of HYP were central to the voice of young Hackney, and it was hoped that the Commission could look into issues that had been raised and help identify what steps are necessary to help young people move forward.
- HYP representatives thanked the Commission for the opportunity to share their views and experiences.

5.3 The Chair thanked HYP representatives for attending and sharing their views on how Covid 19 and school closures had impacted on their education. The Chair acknowledged that the Commission could do better to utilise the skills and experiences of HYP representatives, and to ensure that their views better guide and inform the priorities and work of the Commission. The Chair agreed that it would be helpful to meet HYP representatives to ensure that the Commission used the voice of young people effectively and ensure that young people can continue to contribute positively and productively.

Agreed: The Chair and Vice Chair to meet with HYP representatives and lead officers to discuss and agree engagement and involvement of young people in the work of the Commission.

5.4 HLT thanked young people for their open and honest contributions highlighting some of the concerns that young people had with education provision during the current pandemic.

- HLT acknowledged that current circumstances made it very challenging for year 11 and year 13, who had been expecting to do exams this year and the frustration and uncertainty that cancellation had caused. Local schools and other institutions were working hard to maintain and develop options for young people going forward.

- HLT had provided advice to local schools which stipulated that young people should be contacted once a week, and those with vulnerabilities more often. This contact should be focused on pastoral support rather than the distribution of educational resources.
- Schools have developed a wide range of resources which have been delivered on-line, either live or recorded. Schools have also developed text-based resources for children who cannot access on-line resources. It was acknowledged that not all students would be able to access these resources equally.
- In terms of school contact, schools should have a contact number through which children can reach out to school staff (though this may not be direct).
- Inequality of access to IT equipment was a concern for many schools. Although the government scheme would help bring additional IT hardware to local young people in need (those with a social worker and those in year 10 entitled to FSM), this would only partially meet the totality of local need. The Council is keen to supplement local provision further through a local scheme, as it was likely that on-line learning would continue in some form for some students in the months ahead.
- Every child entitled to FSM should be getting vouchers unless they have gone back to school.
- HLT were aware of the evidence around unconscious bias and the impact this may have on predicted grades for children and young people. When the teacher assessment and predicted grades process for exams was announced, HLT provided additional guidance to local schools to help reduce unconscious bias. Teachers had been restricted to base their assessments on work that had been completed by students by a set date, which it was acknowledged had caused a lot of anxiety among young people. Authorities will have to wait until August 13th and August 20th when A Level and GCSE results will be respectively published, when these results will be looked at in greater detail. The government has indicated that students will have the opportunity to sit cancelled exams in the autumn though no further details were present at this time.
- HLT also acknowledged that more could be done to include HYP into the voice of young people and would engage with representatives to see how this could be improved.

Questions

5.5 It had been noted that young people were not getting enough information at the moment. Were there any particular areas where young people required more information and in what form would they prefer this information?

- HYP had held a number of round table sessions with young people, from these it was clear that there were a number of information gaps. Firstly, further information was required on how schools planned to help them catch-up with studies. Secondly, additional information and guidance was needed for the grading systems being used to appraise students to reassure students that these were fair.
- There was a perception that whilst many council bodies listen to the voice of young people, little action resulted from their contributions. It should be noted that HYP representatives aim to represent the voice of young people locally, so this lack of action was disappointing.
- Some young people need more advice and support in using IT systems which was fully acknowledged in moving to on-line communication and teaching.
- Young people also noted that pastoral support and care for the wellbeing of young people was inconsistent both within and across schools.

5.6 Given the stresses and anxieties that young people described from school closures and wider impact of Covid 19, the Commission sought to assess if young people had tried to access mental health or emotional wellbeing services to help them?

- A HYP representative noted that most services were now on-line which might present challenges and that young people would react and respond differently. Although still in need of support, a friend of the representative had cancelled their referral to First Steps when they realised that this was now an on-line service. It was suggested that young people may not engage with such mental health services as they had done before because these were now on-line.

5.7 How do young people feel about their return to school? Did they have any anxieties? Would children want to attend summer schools and feel confident and safe to do so?

- Young people were generally worried about returning to school because of the pandemic and the risks that this posed. This was likely to be an ongoing situation and young people would need to prioritise their mental health and wellbeing to enable them to see this through. To improve wellbeing though, young people needed face to face contact and social interaction that schools offer, so it was important for children to return as soon as practicable.

- In respect of summer school, it was suggested that this may not sit well with young people who feel that a major part of their life has been taken away by the pandemic in recent months and they may be reluctant to forgo the summer vacation. Young people as a priority wanted stability, and as a priority, wanted to understand more about how they were going to be supported to transition back into school over and above additional summer school provision.

HLT Briefing Paper

5.9 HLT presented the key points from the briefing which included:

- Although it was evident that school numbers were increasing, total attendances remained a fraction of the local school roll. Numbers would increase further as schools expanded provision to take in year 1 and year 6 pupils as per government guidelines. It was noted that there were 1,400 children attending from years 1 and 6.
- The number of vulnerable children and children of key workers in school had also increased from around 1,000 to almost 1,600 in recent weeks.
- The number of children attending childcare settings was approximately 2,500 which was a significant increase from previous reports.
- Although these were significant increases in school attendance, in total these would only comprise of about 10-15% of total school numbers if everything was open.

5.10 There was no clear guidance from the government as to what was expected from schools in relation to catch-up sessions or the provision of summer schools specifically. An announcement was expected in regard of summer provision though this would unlikely to replicate school provision, but more focused on engaging and involving young people to allow them to reconnect. It is likely that such provision would be voluntary.

5.11 It was also unclear what the position of schools would be in September and if there would be a full return of pupils. The most likely scenario was that all year groups would be back for some time from September, though this may be mixed with on-line and home learning. There were still many uncertainties to enable schools to plan effectively for a September return.

CFS Briefing Paper

5.12 The position of CFS had not changed significantly from the previous update. Services continued to be provided predominantly on-line, though more face-to-face contacts were being undertaken with children and families. Relaxation of lockdown restrictions had enabled social workers to meet children and families in parks and open spaces where this was appropriate.

5.13 In line with other services, Young Hackney had recommenced direct visits where this was safe and appropriate. Although most youth work interventions were delivered remotely, the number of detached youth work visits to where young people congregate had increased to six sessions per week. Young Hackney was exploring the re-opening of local youth hubs or in external spaces as lockdown restrictions ease and how many young people could be accommodated within social distancing restrictions.

5.14 Although there had been an increase in recent weeks, the number of referrals for children's social care continued to be significantly below usual referral rates. The recent rise in referrals was attributed to the improved oversight of children as the number of

children returning to school increased. The number of children on Child Protection Plans was also rising, though this was a result of children not being taken off plans, as meaningful engagement and support to help parents change had been limited over the lockdown period. A similar situation was happening within the family court systems where it was more difficult to conduct necessary assessments cases to progress through the system. Within the Youth Justice System there is a growing backlog of young people waiting to for their cases to be heard in Court, which means that there are delays in providing any support and interventions that those young people might benefit from.

Questions

5.15 Are schools obliged to present risk assessments to the council?

- The council has risk assessments from all schools which have extended their opening to more students and they have been assessed by the health and safety team. The risk assessments cover a wide range of issues to ensure that the schools are safe for teachers, children and parents.

5.16 Are schools obliged to tell the council if there is a Covid outbreak? Does the council have the power to close down schools where there is an outbreak?

- If there was a symptomatic case in a local school, then that adult or child would be expected to quarantine for the required time period and to seek a test to confirm this. If the test was positive, all contacts in their 'bubble' would have to quarantine for 14 days. The schools and settings have been very clear about this process and there has been significant input from local the Public Health team.

5.17 What plans are being made to support schools to restart schools in September?

- A government announcement was expected to provide additional funds to help children catch up over an extended period of time, though no details had been confirmed as yet. Schools were aware that children's education had been affected by school closures and were working on plans to mitigate and off-set any disadvantages.

5.18 There was a concern that increased inequality in educational outcomes of local children would result from the impact of Covid 19 and school closures. How detailed a picture did HLT have of how school closures had impacted on vulnerable children and the measures taken by schools to mitigate this?

- It is clear that most children have lost a whole term of teaching and possibly up to 6 months contact with their peers. Whilst schools may have previously been able to support individual children who had missed time through illness, the current situation would require a whole school approach and more comprehensive programme to mitigate the unequal impact of Covid. Schools and teachers were aware of the widening gap between students and were keen to address these, though it was acknowledged that to bring classes back on track in their curriculum and study programmes would require many hours of additional tutoring. Tutoring would help to reduce the gap as this has shown to be successful and the idea of using volunteers would be helpful and should be taken forward. It was noted that this was happening on-line, but could be extended further.

5.19 Aside from schools, is the CFS working with any other partners to help increase oversight of young people to mitigate the drop in referrals for children's social care? Has the safeguarding partnership board reviewed local child protection systems developed in response to Covid 19 restrictions?

- CFS was still getting children's social care referrals from key agencies such as police and health services and was working with partners to maintain awareness. There has been information disseminated to the public via Hackney Life and Hackney Citizen to maintain community awareness of children's social care and there has been an increase in referrals from this source. The NSPCC had been funded by the government to run a national awareness campaign and run a helpline.

- In terms of the wider safeguarding partnership, additional information was being provided through multi-agency partners. Regular meetings were taking place among these partners to further understand what services remained open, how services were operating and the referral systems into these services.
- The Independent Chair of the safeguarding partnership was actively engaged with police, health and HCVS to ensure that there was a coordinated partnership response to Covid 19 in respect of safeguarding.

5.20 Could the HLT provide an update on the Government scheme to get laptops to vulnerable young people?

- There are two groups of young people for whom the laptop scheme is focused, which include those children who have a social worker and those children in year 10 in receipt of FSM. Social care services will identify those children most in need of laptops and these will be distributed through schools. Laptops were due to be delivered in the next week.

5.21 How will children who may be shielding (or who live with a relative who may be shielding) and who therefore may not be able to attend school when these reopen be supported? How will schools make sure that all children have the same educational opportunities in this context?

- HLT was aware that schools were already having to balance teaching children physically in the classroom with those who are at home and require on-line support and tutoring. It was hoped that there would be creative solutions to some of these issues, for example, livestreaming lessons to children that cannot attend. Schools are responsible for all their children and would want to make sure that none were missing out.

5.22 The Chair thanked all officers preparing briefs for the Commission and for attending and responding to members' questions. The briefs from HLT and CFS were useful and the Commission would like to continue with these. It was suggested that growing inequality in educational outcomes was a significant concern for young people, schools and other stakeholders and that it would be helpful to assess this in greater detail at the next meeting.

5.23 A number of questions were also posed by the Commission for which there was not time to respond. The Chair requested that these should be presented to HLT for a written response for the next meeting on the 13th July.

Agreed: That HLT is requested to provide written responses to the questions set out below for publication at the next meeting of 13th July 2020.

1. Evidence presented at the meeting suggest that the on-line education provision has been inconsistent across local schools. What data does the HLT have around local provision? How can it support local schools to help children to transition back to school and catch up?

2. Had there been any verification of teacher assessments to ensure that these were not subject to unconscious bias?

3. Has there been any assessment of how other local facilities and spaces can be used to support children's re-attendance at local schools?

Child and Adolescent Mental Health Services

5.24 Following discussions on 20th May 2020, the Commission agreed to focus this meeting on the impact of COVID 19 on children and young people's mental health and emotional well-being and the response of local mental health partnerships. The Integrated Commissioning team had prepared a briefing and officers summarised the following key points:

- CAMHS were concerned at the low number of referrals into the local services: there has been an approximate 50% decline in referrals;

- A RAG rated system had been developed for those children most at risk of harm and those children rated as most at risk (red) continued to be seen face-to-face (where necessary) throughout this time;
- All services were now open, had been restructured to extend their virtual offer and were taking new referrals. In this context, it was felt that there was good capacity across the system and that service promotion was needed to help boost referrals.
- There was a crisis service which operates 9am to 9pm and this would hopefully be extended to 24 hours 7 days a week in the next 12 months. The operation of the Crisis Line had helped to divert attendances from A & E.
- WAMHS is still functioning and continues to support local schools, teachers and school staff virtually and digitally. There are currently 38 participating schools and a further 29 will join in September 2020 (moved from April 2020);
- Kooth is the digital offer through CAMHS and a summary of one month of activity was provided in the report. Early analysis showed some very promising results;
- It was known that there had been a gap around bereavement services and funds had been diverted to create a dedicated child and family support through St Josephs with a wider community-based offer being developed.

Questions

5.25 Can further detail be provided about the nature of the drop in referrals to CAMHS? Can you verify if the move to digital platforms has contributed to a drop in referrals as young people have suggested?

- There has been a significant drop in referrals to all children's services, which was a result of early messaging within the Covid 19 awareness campaign. A lot of counter messaging work had now begun to ensure that people were aware that services are open and taking referrals and that these were safe to use.
- Some children may have previously struggled emotionally to go to school such as those on the autistic spectrum, and therefore school closures may have provided some relief and contributed to a decline in referrals. Similarly, fewer children were accessing their GP which further reduced referrals.

5.26 Was CAMHS expecting a surge in demands for services and how was the local partnership preparing for this?

- It was noted that the number of referrals had been increasing recently and that a surge was anticipated in the coming months. Clinical leads were meeting to plan for the expected surge and to enable services to respond through a whole systems approach. There was also an emphasis on working towards addressing a young person's needs in a more holistic way which may reduce the need for crisis interventions. A guide to services was being developed in relation to the Thrive Model which was detailed within the report.

5.27 Has there been any mapping or analysis of children who may have 'fallen off' local support systems as these moved on-line?

- Although this was an important question this data had not been collected as yet, but would be provided to the Commission for the next meeting.
- All services were holding risk registers and were actively contacting families and if children had been referred, it is likely that these would continue to be held somewhere across the partnership. The anxiety is for those children who did not get as far as a referral into the system.

Agreed: That further information is provided on the number of referrals which may have been lost in the move to virtual platforms across CAMHS.

5.28 Is there any planning for a second wave of infections of Covid 19 and how may this affect service delivery?

- This was difficult to predict if and when a second wave of infection may arise. Local services would have the experience of the first wave which will put them in good stead to respond to any resurgence in infections. There is no clear idea when this may occur which inhibits planning for this eventuality.

5.29 What work has been undertaken to support schools in their communication and support to young people in their role in providing pastoral care.

- WAMHS had switched to an on-line approach to deliver its programme of support. Normally a CAMHS would attend a school on a weekly basis and work to a wellbeing and mental health action plan developed by the school in partnership with CAMHS and HLT. In light of Covid, this has been put on hold. Multi-agency work was continuing to operate to support children. A teacher that has concerns about a young person will still have access to a CAMHS worker to have a conversation about that child from which decisions can be made about how to take any concerns forward.
- In primary schools, the CAMHS worker has been hosting coffee mornings for parents to help them to talk through any difficulties that they may be experiencing.

5.30 In respect of Kooth, are other boroughs using this and how well was it working there? How inclusive is this service?

- The service was already using up to 2/3 of the commissioned capacity which would suggest that there is very good usage of the service by young people at this stage. It was hoped to increase commissioning capacity to help extend support from this platform in the future.
- Officers did not have data to hand on the accessibility of Kooth to young people with SEND and would be provided for the next meeting.

Agreed; Further information on the accessibility of Kooth to young people with SEND to be provide for the Commission

The Chair thanked officers for attending and responding to questions from the members of the Commission.

6 Children and Young People Scrutiny Commission - 2020/21 Work Programme

6.1 An outline of the work programme for the Commission for 2020/21 was provided. The report detailed the following:

- Standing items for inclusion (at page 45)
- One of items agreed from 2019/20 (at pages 46-47)

6.2 As there was a need to focus work on the response and recovery for Covid 19 - there would be reduced capacity to scrutinise other topics at Commission meetings going forward. In this context, it will be even more important for the Commission to prioritise those issues it wishes to scrutinise in the year ahead.

6.3 To support the development of the work programme, the Commission would meet with Cabinet Members and consult senior officers as to how the Commission can contribute to the ongoing scrutiny of Covid 19, and the development of the broader work programme going forward. The Commission would also seek the input of other stakeholders in this process.

6.4 Members noted the outline work programme.

7 Minutes of the Previous Meeting

7.1 The draft minutes of the meeting held on 20th May 2020 were agreed by the Commission.

8 Any Other Business

Monday, 15th June, 2020

8.1 There was no other business and the meeting finished at 9.00pm

Duration of the meeting: 7.00 - 9.00 pm

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