

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 11 July 2022

7.00 pm

Council Chamber, Hackney Town Hall, Mare Street, London E8 1EA

This meeting can be viewed live (or replayed) via the following link:

<https://youtu.be/6MgS2yx5DnU>

A back-up link is provided in the event of technical difficulties:

<https://youtu.be/5GrE7DP8EOw>

Contact:

Martin Bradford

☎ 020 8356 3315

✉ martin.bradford@hackney.gov.uk

Mark Carroll

Chief Executive, London Borough of Hackney

Members: Cllr Sophie Conway (Chair), Cllr Margaret Gordon (Vice-Chair), Cllr Anya Sizer, Cllr Lynne Troughton, Cllr Caroline Selman, Cllr Midnight Ross, Cllr Lee Laudat-Scott, Cllr Claudia Turbet-Delof, Cllr Sheila Suso-Runge and Cllr Alastair Binnie-Lubbock

Co-optees: Richard Brown, Andy English, Monique Pink, Steven Olalere, Jo Macleod, Ernell Watson, Michael Lobenstein and Salmah Kansara

**Young
People:**

Up to five representatives from Hackney Youth Parliament and /or Hackney Care Council.

Agenda

ALL MEETINGS ARE OPEN TO THE PUBLIC

- 1 Election of Chair and Vice Chair**
- 2 Apologies for Absence**
- 3 Urgent Items / Order of Business**
- 4 Declarations of Interest**
- 5 Terms of Reference for Commission** (Pages 9 - 32)
Members to note the terms of reference for the Commission as set out in the constitution of the Council.
- 6 Child Care Sufficiency Assessment (19.10)** (Pages 33 - 56)
Members to review the councils local childcare sufficiency assessment undertaken in 2022.
- 7 Admissions and School Place Planning (19.50)** (Pages 57 - 70)
Members to review admission at reception and secondary entry for September 2022 and wider school place planning processes.
- 8 Outcome of School Exclusions - Cabinet Response (20.30)** (Pages 71 - 102)
Members to note and discuss the Cabinet response to the Commissions review of school exclusions.
- 9 Work Programme 2022/23 (20.40)** (Pages 103 - 122)
In relation to the development of the work programme for the Commission for 2022/23, members are requested to:
 - Note standing items, national and local horizon scanning and topic suggestions put forward from local stakeholders;
 - Discuss and prioritise those topics for inclusion.
- 10 Minutes of the previous meeting (21.20)** (Pages 123 - 166)
The minutes of previous meetings set out below are attached for members to note and approve:
 - 19th January 2022;
 - 28th February 2022;
 - 14th March 2022.
- 11 Any Other Business**

Access and Information

Public Involvement and Recording

Public Attendance at the Town Hall for Meetings

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

Following the lifting of all Covid-19 restrictions by the Government and the Council updating its assessment of access to its buildings, the Town Hall is now open to the public and members of the public may attend meetings of the Council.

We recognise, however, that you may find it more convenient to observe the meeting via the live-stream facility, the link for which appears on the agenda front sheet.

We would ask that if you have either tested positive for Covid-19 or have any symptoms that you do not attend the meeting, but rather use the livestream facility. If this applies and you are attending the meeting to ask a question, make a deputation or present a petition then you may contact the Officer named at the beginning of the agenda and they will be able to make arrangements for the Chair of the meeting to ask the question, make the deputation or present the petition on your behalf.

The Council will continue to ensure that access to our meetings is in line with any Covid-19 restrictions that may be in force from time to time and also in line with public health advice. The latest general advice can be found here - <https://hackney.gov.uk/coronavirus-support>

Rights of Press and Public to Report on Meetings

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

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

start of the meeting.

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

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

The Chair shall have discretion to regulate the behaviour of all those present recording a meeting in the interests of the efficient conduct of the meeting. Anyone acting in a disruptive manner may be required by the Chair to cease recording or may be excluded from the meeting.

Disruptive behaviour may include moving from any designated recording area; causing excessive noise; intrusive lighting; interrupting the meeting; or filming members of the public who have asked not to be filmed.

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

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

Providing oral commentary during a meeting is not permitted.

Advice to Members on Declaring Interests

Advice to Members on Declaring Interests

Hackney Council's Code of Conduct applies to all Members of the Council, the Mayor and co-opted Members.

This note is intended to provide general guidance for Members on declaring interests. However, you may need to obtain specific advice on whether you have an interest in a particular matter. If you need advice, you can contact:

- Director of Legal, Democratic and Electoral Services
- the Legal Adviser to the Committee; or
- Governance Services.

If at all possible, you should try to identify any potential interest you may have before the meeting so that you and the person you ask for advice can fully consider all the circumstances before reaching a conclusion on what action you should take.

You will have a disclosable pecuniary interest in a matter if it:

- i. relates to an interest that you have already registered in Parts A and C of the Register of Pecuniary Interests of you or your spouse/civil partner, or anyone living with you as if they were your spouse/civil partner;
- ii. relates to an interest that should be registered in Parts A and C of the Register of Pecuniary Interests of your spouse/civil partner, or anyone living with you as if they were your spouse/civil partner, but you have not yet done so; or
- iii. affects your well-being or financial position or that of your spouse/civil partner, or anyone living with you as if they were your spouse/civil partner.

If you have a disclosable pecuniary interest in an item on the agenda you must:

- i. Declare the existence and nature of the interest (in relation to the relevant agenda item) as soon as it becomes apparent to you (subject to the rules regarding sensitive interests).
- ii. You must leave the meeting when the item in which you have an interest is being discussed. You cannot stay in the meeting whilst discussion of the item takes place, and you cannot vote on the matter. In addition, you must not seek to improperly influence the decision.
- iii. If you have, however, obtained dispensation from the Monitoring Officer or Standards Committee you may remain in the meeting and participate in the

meeting. If dispensation has been granted it will stipulate the extent of your involvement, such as whether you can only be present to make representations, provide evidence or whether you are able to fully participate and vote on the matter in which you have a pecuniary interest.

Do you have any other non-pecuniary interest on any matter on the agenda which is being considered at the meeting?

You will have 'other non-pecuniary interest' in a matter if:

- i. It relates to an external body that you have been appointed to as a Member or in another capacity; or
- ii. It relates to an organisation or individual which you have actively engaged in supporting.

If you have other non-pecuniary interest in an item on the agenda you must:

- i. Declare the existence and nature of the interest (in relation to the relevant agenda item) as soon as it becomes apparent to you.
- ii. You may remain in the meeting, participate in any discussion or vote provided that contractual, financial, consent, permission or licence matters are not under consideration relating to the item in which you have an interest.
- iii. If you have an interest in a contractual, financial, consent, permission, or licence matter under consideration, you must leave the meeting unless you have obtained a dispensation from the Monitoring Officer or Standards Committee. You cannot stay in the meeting whilst discussion of the item takes place, and you cannot vote on the matter. In addition, you must not seek to improperly influence the decision. Where members of the public are allowed to make representations, or to give evidence or answer questions about the matter you may, with the permission of the meeting, speak on a matter then leave the meeting. Once you have finished making your representation, you must leave the meeting whilst the matter is being discussed.
- iv. If you have been granted dispensation, in accordance with the Council's dispensation procedure you may remain in the meeting. If dispensation has been granted it will stipulate the extent of your involvement, such as whether you can only be present to make representations, provide evidence or whether you are able to fully participate and vote on the matter in which you have a non-pecuniary interest.

Further Information

Advice can be obtained from Dawn Carter-McDonald, Director of Legal, Democratic and Electoral Services via email dawn.carter-mcdonald@hackney.gov.uk

Getting to the Town Hall

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

Accessibility

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

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

Further Information about the Commission

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

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





Children & Young People Scrutiny Commission July 11th 2022 Item 5 - Terms of Reference	Item No 5
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Outline

The terms of reference for the Children and Young People Scrutiny Commission are as set out in Overview and Scrutiny rules and procedures in Section 4.5 and Article 7 of Constitution of Hackney Council (attached). These are noted by members at the beginning of each municipal year the terms of reference.

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4.5 Overview and Scrutiny Procedure Rules

1. Arrangements for overview and scrutiny

- 1.1 The Council will have a [Scrutiny Panel](#) and four [Scrutiny Commissions](#) as set out in [Article 7](#) of this Constitution. Article 7 sets out the broad framework for the operation of the Council's overview and scrutiny function. These rules set out some of the more detailed working arrangements.

2. Meetings of the Scrutiny Panel and Commissions

- 2.1 There shall be 4 Ordinary Meetings of the Scrutiny Panel in each year. In addition, Extraordinary Meetings may be called from time to time as and when appropriate. A Scrutiny Panel meeting may be called by the Chair of the Panel or by the Monitoring Officer if they consider it necessary or appropriate.
- 2.2 The Scrutiny Commissions are each expected to meet at least 8 times a year, but this may include site visits and informal meetings undertaken as part of a review.

3. Quorum

- 3.1 The [quorum](#) for the Scrutiny Panel and the Scrutiny Commissions shall be one quarter of voting Members or three voting Members, whichever is the greater.

4. Chairs and Vice-chairs

- 4.1 The Chairs of the Scrutiny Panel and the Scrutiny Commissions shall be appointed by their voting members at their first meeting of each municipal year.
- 4.2 The Scrutiny Panel's Chair shall be a Councillor of the majority political group of the Council. The Vice-Chair shall be a Councillor of the largest minority political group of the Council. The Chairs of the Scrutiny Commission are not eligible for the position of Chair.

5. Reports from Scrutiny Panel or Commissions

- 5.1 Once it has formed recommendations, a Scrutiny Commission or the Scrutiny Panel will prepare a formal report and its recommendations to the Monitoring Officer for consideration by the Elected Mayor, a Cabinet Councillor, the Executive or Full

Council (usually only if the recommendation would require a departure from or a change to the agreed budget or policy framework) as appropriate. Where recommendations are made that relate to an external organisation (such as an NHS Trust) the report will also be submitted to that body.

5.2 If the Scrutiny Panel or Commission cannot agree on one single final report, then up to one minority report may be prepared and submitted for consideration alongside the majority report.

5.3 Where referred to Full Council or the Executive, the report of the Scrutiny Panel or Commission will be considered at the next scheduled meeting.

6. **Ensuring that reports are considered by the Cabinet and other bodies**

6.1 Where the Scrutiny Panel or Commission publishes a report which includes recommendations, it will submit a copy of the report to the relevant decision-making person or body. It will copy the report to the Elected Mayor (unless the Elected Mayor is the decision-maker) and the Monitoring Officer indicating the decision-maker(s) to whom the report has been sent.

6.2 The following sub-sections govern the procedure to be followed according to the decision-maker receiving the report:

i. Where the decision-maker is Full Council:

When Full Council meets to consider the report, it shall also consider the response of the Executive to the recommendations. The outcome of the discussion at Full Council will be placed on the agenda of the next scheduled meeting of the Scrutiny Panel and/or Commission

ii. Where the decision-maker is Cabinet:

The report will be considered under the standing item “Issues Arising from Overview and Scrutiny”, unless it can be considered in the context of the Executive’s deliberations on a substantive item on the agenda. The Executive shall also consider the response of the lead Cabinet Councillor(s) for the portfolio area(s) to which the report’s recommendations relate. The outcome of the discussion by the Executive will be

placed on the agenda of the next scheduled meeting of the Scrutiny Panel and/or Commission.

- iii. Where the decision-maker is the Elected Mayor or another individual Councillor of the Cabinet:

The Councillor with delegated decision-making power must consider the matter and report back to the Scrutiny Panel and / or Commission within 2 weeks. If the Councillor does not accept some or all of the recommendations then they must include within that report the reasons for not doing so, send a copy of their response to the Monitoring Officer, and attend the meeting of the Scrutiny Panel and/or Commission that considers their response.

- iv. Where the decision-making is an external (non-Council organisation):

- a) Where that organisation has a statutory duty to respond to the Scrutiny Panel and / or a Commission, a written response shall be requested within the timescale required, or if mutually agreed, by another set deadline, so the response can be placed on the agenda of the next scheduled meeting of the Panel and / or Commission;

- b) Where that organisation does not have a statutory duty to respond to the Scrutiny Panel and/or a Commission, a written response shall be invited within a reasonable period of time noting that, if submitted, the response would be placed on the agenda of the next scheduled meeting of the Panel and/or Commission.

- 6.3 The Scrutiny Panel and each Scrutiny Commission will in any event have access to the Executive Meetings and [Key Decisions Notice](#) and timetable for decisions and intentions for consultation. Even where an item is not the subject of detailed consideration by the Panel or a Commission, the Panel or Commission will be able to respond in the course of the Executive's planned consultation process in relation to any Key Decision.

7. Rights of access to documents

7.1 In addition to their rights as elected Councillors, members of the Scrutiny Panel and Commissions have the additional right to documents, and to notice of meetings as set out in the [Access to Information Procedure Rules](#) in [Part 4](#) of this Constitution.

7.2 Nothing in this Rule prevents more detailed liaison between the Executive and the Scrutiny Panel and Commissions as appropriate, depending on the particular matter under consideration.

8. Members and Officers giving account

8.1 The Scrutiny Panel and any Scrutiny Commission may scrutinise and review decisions made, or actions taken, in connection with the discharge of any Council functions relevant to the issues it is examining. As well as reviewing documentation, in fulfilling the scrutiny role it may require any member of the Executive, the [Head of the Paid Service](#) and / or any senior Officer and, subject to contractual arrangements, any other person delivering a Council service, to attend before it to explain in relation to matters within their remit:

- i. Any particular decision or series of decisions;
- ii. The extent to which the actions taken implement Council policy;
- iii. The performance of relevant services; and / or
- iv. As required under the Council Petition Scheme; and it is the duty of those persons to attend if so required.

8.2 Where any [Councillor](#) or Senior Officer is required to attend the Scrutiny Panel or a Commission under this provision, the Chair of that Panel / Commission will inform the [Monitoring Officer](#) who shall inform the Councillor or Senior Officer in writing giving at least 5 working days' notice of the meeting at which their attendance is required. The notice will state the nature of the item on which they are required to attend to give account and whether any papers are required to be produced for the Commission. Where the account to be given to the Commission will require the production of a report, then the Member or Senior Officer concerned will be given sufficient notice to allow for

preparation of that document

8.3 Where, in exceptional circumstances, the Member or Senior Officer is unable to attend on the required date, the Scrutiny Panel / Commission shall, in consultation with the Member or senior officer, arrange an alternative date for attendance, or, an alternative attendee

8.4 A Senior Officer may determine that another Officer should attend because of their knowledge and experience is more relevant to the issue being discussed

9. **Attendance by others**

9.1 The relevant Scrutiny Panel or Commission will be able to exercise legal rights to require attendance by individuals who are not Officers, or Councillor of the Council, such as the right to require attendance by an Officer of a local NHS body [as conferred by the Local Authority (Overview and Scrutiny Committees Health Scrutiny Functions) Regulations 2013]; the right to require attendance by Officers or employees of responsible authorities and co-operating bodies of a local Community Safety Partnership [as conferred by the Crime and Disorder (Overview and Scrutiny) Regulations 2009]; and the right to require information from partner authorities which relate to local improvement targets [as conferred by the Local Authorities (Overview and Scrutiny Committees) (England) Regulations 2012].

9.2 A Scrutiny Panel or Commission may invite people other than those referred to above to address it, discuss issues of local concern, and/or answer questions. It may for example wish to hear from Citizens, stakeholders and Members and/or officers in other parts of the public or private sector; and shall be free to invite such people to attend.

10. **Call-in**

10.1 [Call-in](#) of executive decisions should only be used in exceptional circumstances. These are where any 5 non-executive Members have evidence which suggests that:

- i. The decision-maker did not take the decision in accordance with the principles set out in Article 13.2;
or

- ii. The decision-maker acted contrary to the policy framework; or
- iii. The decision-maker acted not wholly in accordance with the Council's budget; or
- iv. The decision-maker failed to consider relevant evidence when taking a decision; or
- v. The decision would not be in the interests of the borough's residents and a preferable alternative decision could be adopted.

10.2 The procedure for a call-in is:

- i. When an executive decision is made by the Elected Mayor, at a Cabinet meeting, or, by an individual member of the Cabinet, or a key decision is made by an Officer (under delegated authority) the decision shall be published. The Chair of the Scrutiny Panel will be sent copies of the records of all such decisions within the same timescale by the person responsible for publishing the decision.
- ii. All such decisions will include the date published and will specify that the decision will come into force, and may then be implemented, on the expiry of 5 working days after the publication of the decision, unless that decision is called-in by at least 5 non-executive members in writing and submitted to the Monitoring Officer. Each of the 5 non-executive members requesting the call-in shall either sign the call-in request or individually email the Monitoring Officer indicating their support for the request.
- iii. The Monitoring Officer shall call-in a decision for scrutiny by the Scrutiny Panel if so notified and shall then notify the Elected Mayor and Cabinet of the call-in. They shall place the call-in on the agenda for the next Scrutiny Panel meeting. If no meeting is scheduled to take place within 10 working days, a special meeting of the Panel will be convened as soon as reasonably practicable taking into account the existing calendar of Council meetings. The Panel may

agree a procedure for convening such a meeting.

- iv. If, having considered the decision, the Scrutiny Panel feel that a preferable alternative decision should be taken it may refer the decision back to the decision-maker for reconsideration, setting out in writing the nature of its concerns and recommendations. Where the Panel considers that its recommendations would have an impact on the Council's budget or policy framework, it may instead refer the matter to Full Council.
- v. If the decision is referred to an individual member of the Executive, or to an officer, they will then reconsider the proposed decision, and may amend it. If the Member or Officer rejects any or all of the recommendations made, they will submit a written statement to the next meeting of the Scrutiny Panel setting out their reasons.
- vi. If the decision is referred to the Executive, the item will be placed on the agenda for the next Executive meeting. They will then reconsider the proposed decision and may amend it. If the Executive rejects any or all of the recommendations made to it, it will then reconsider the proposed decision, and may amend it. If the Executive rejects any or all the recommendations made to it, it will submit a written statement to the next meeting of the Scrutiny Panel setting out its reasons.
- vii. If the decision is referred to Full Council, the item will be included on the agenda for the next ordinary meeting for reconsideration.
- viii. If Full Council does not refer the decision back to Cabinet, the decision shall become effective on the date of the Full Council meeting.
- ix. Full Council may only change a Cabinet decision if it is contrary to the policy framework or contrary to or not wholly consistent with the budget.
- x. Unless that is the case, Full Council shall refer any decision with which it does not concur back to the decision-making person or body, together with Full

Council's views on the decision. That decision-making body or person shall choose whether to amend the decision or not. Its determination shall then be implemented.

- xi. Where the decision was taken by the Cabinet as a meeting, or by a Committee of it, a meeting shall be convened to reconsider the decision within 15 working days of the Full Council meeting. Where the decision was made by an individual, the individual shall reconsider the decision within 15 working days of the Full Council meeting. In either case, a written statement shall be submitted to the next meeting of the Scrutiny Panel setting out the outcome.
- xii. If, following a call-in, the Scrutiny Panel does not refer the matter back to the decision-maker, the decision shall take effect on the date of the Scrutiny Panel meeting.
- xiii. If the decision-maker or Full Council does not amend a decision under the above circumstances, and the Scrutiny Panel still feels a more appropriate decision should have been taken, it may add the matter to its own work programme or the work programme of a Commission and monitor the implementation of the decision.

11. Call-in and urgency

- 11.1 The call-in procedure set out above shall not apply where the decision being taken is urgent. A decision will be urgent if any delay likely to be caused by the call-in process would seriously prejudice the Council's or the public interest. The record of the decision, and notice by which it is made public, shall state whether in the opinion of the decision-maker, the decision is an urgent one, and therefore not subject to call-in. The Chair of the Scrutiny Panel must agree both that the decision proposed is reasonable in all the circumstances and to it being treated as a matter of urgency. In the absence of the Chair, the Speaker's consent shall be required. In the absence of both, the Head of the Paid Service, or their nominee's, consent shall be required. Decisions taken as a matter of urgency must be reported to the next available meeting of Full Council, together with the reasons

for urgency.

- 11.2 The operation of the provisions relating to call-in and urgency shall be monitored annually, and a report submitted to Full Council with proposals for review if necessary.

12. Councillor Call for Action

- 12.1 The Councillor Call for Action is a procedure which enables Councillors to have a matter referred to the Scrutiny Panel or relevant Scrutiny Commission for consideration. Prior to requesting such reference, Councillors are invited to raise the matter with the relevant Group Director or Lead Councillor in order to achieve settlement without the need for formal reference. Notwithstanding, the option for formal reference shall remain available.

- 12.2 Any member of any Scrutiny Panel / Commission, may by giving written notice of at least 15 working days to the Monitoring Officer, prior to the date of the meeting at which the Councillor wishes to raise the matter, request that any matter which is relevant to the functions of the Scrutiny Panel or Commissions, as the case may be, is included in the agenda for discussion at a meeting of the Panel or Commission.

- 12.3 Any Member of the Council, may by giving written notice of at least 15 working days to the Monitoring Officer, request that any local government matter (pursuant to Section 21A of the Local Government Act 2000) which is relevant to the functions of the Scrutiny Panel or Commissions is included in the agenda and is discussed at a meeting of the Panel or Commission.

- 12.4 Any Member of the Council, may, by giving written notice of at least 15 working days to the Monitoring Officer, request that a local crime and disorder matter (pursuant to section 19 of the Police and Justice Act 2006) is included in the agenda for discussion at a meeting of the Living in Hackney Scrutiny Commission.

- 12.5 A local government matter pursuant to Rule 12.3 shall not include:

- i. Any matter relating to a planning decision;
- ii. Any matter relating to a licensing decision;

- iii. Any matter relating to an individual or entity in respect of which that individual or entity has a right of recourse to a review or right of appeal conferred by or under any enactment;
- iv. Any matter which the Monitoring Officer determines to be vexatious, discriminatory or not reasonable to be included in the agenda for, or to be discussed at, a meeting of the Scrutiny Panel or Commissions.

A matter shall not fall within a description in Rule 12.5(i)-(iv) above if it consists of an allegation that a function for which the authority is responsible has not been discharged at all or that its discharge has failed or is failing on a systematic basis, notwithstanding the fact that the allegation specifies or refers to a planning decision, a licensing decision or a matter relating to an individual or entity in respect of which that individual or entity has a right of recourse to review or right of appeal conferred by or under any enactment.

12.6 The Scrutiny Panel and Commissions will undertake their proceedings pursuant to the powers set out in [Article 7](#) of the Constitution.

12.7 Where a local government matter is referred to the Scrutiny Panel or one of the Commissions by a Member of the local authority, in considering whether or not to exercise any of its powers in relation to a matter, the Scrutiny Panel/Commission may have regard to:

- i. Any powers which a Councillor may exercise in relation to the matter by virtue of section 236 of the Local Government and Public Involvement in Health Act 2007 (exercise of functions by local Councillors in England); and
- ii. Any representations made by the Councillor as to why it would be appropriate for the Scrutiny Panel / Commission to exercise any of its powers to include a matter on the agenda for discussion at a meeting of any Panel/Commission.

12.8 If the Scrutiny Panel or Commission decides not to exercise any of those powers in relation to the matter, it shall notify the

Councillor of –

- i. Its decision; and
- ii. The reasons for it.

12.9 The Scrutiny Panel or Commission shall provide the Councillor with a copy of any report or recommendations which it makes to the authority or the Cabinet if the matter is included in the agenda and discussed at a meeting of the Scrutiny Panel / Commission.

13. **Crime and Disorder Matters**

13.1 The Living in Hackney Scrutiny Commission is the designated Crime and Disorder Commission. A “crime and disorder matter” means a matter concerning crime and disorder (including in particular forms of crime and disorder that involve anti-social behaviour or other behaviour adversely affecting the local environment) or the misuse of drugs, alcohol and other substances in that area.

13.2 Where the Living in Hackney Scrutiny Commission, as the Crime and Disorder Commission makes a report or recommendations to Full Council it must:

- i. Provide a copy of the report or recommendations to any member of the authority who referred the local crime and disorder matter in question to the Commission;
- ii. Provide a copy of the report or recommendations to such of the responsible authorities, co-operating persons and bodies as it thinks appropriate.

13.3 Where a copy of a report or recommendations is provided to a responsible authority, co-operating person or body under paragraph 13.2 above that authority, person or body shall:

- i. Consider the report or recommendations;
- ii. Respond to the Living in Hackney Scrutiny Commission indicating what (if any) action it proposes to take;
- iii. Have regard to the report or recommendations in

exercising its functions.

14. Joint Committee of the Six Growth Boroughs

14.1 This Committee is a formally constituted Joint Committee undertaking executive functions on behalf of the Six Growth Boroughs including Hackney

14.2 Decisions of the Joint Committee may be called-in by one or more participating boroughs pursuant to the Joint Committee's Procedure Rules. Each of the boroughs shall apply their existing overview and scrutiny arrangements to decisions of the Joint Committee

14.3 Upon publication by the Chief Executive of the record of Joint Committee decisions, Members of Hackney Council may call-in any such decision pursuant to the Joint Committee Procedure Rules

15. Procedure at Scrutiny Panel and Commission meetings

15.1 The Scrutiny Panel and Commissions shall include within their agendas the following business:

- i. Declarations of interest (including whipping declarations);
- ii. Minutes of any previous meetings;
- iii. Consideration of the body's own work programme;
- iv. Other business.

15.2 Where the Scrutiny Panel or Commissions conducts investigations (e.g. with a view to policy development), the Panel/Commission may also ask people to attend to give evidence at meetings which are to be conducted in accordance with the following principles; that:

- i. The investigation be conducted fairly and all Councillors (including co-opted Members) of the Panel / Commission be given the opportunity to ask questions of attendees, and to contribute and speak;
- ii. Those assisting the meeting by giving evidence be treated with respect and courtesy;

- iii. the investigation be conducted so as to maximise the efficiency of the investigation or analysis;
- iv. Evidence collected is analysed; and
- v. Any recommendations made are based upon that evidence.

15.3 Following any investigation or review, the Scrutiny Panel or Commission, may prepare a report for submission to the relevant decision-maker, Executive and/or Full Council as appropriate and shall make its report and findings public except to the extent that they may include confidential or exempt information.

15.4 These rules shall apply to any Scrutiny Commissions and working parties.

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Article 7 - Overview and Scrutiny

The Overview and Scrutiny function is carried out by the [Scrutiny Panel](#) and the [Scrutiny Commissions](#). They are set up to hold the Elected Mayor and Cabinet to account. The role of Scrutiny is to be non-adversarial, non-partisan and act as a critical friend to challenge decision makers within the Council as well as external agencies.

7.1 The Council must appoint at least one Overview and Scrutiny Committee to: -

- i) Hold the Cabinet to account, by examining decisions that are about to be taken; taken but not yet implemented (known as the call-in process); and that have been implemented (post-hoc review) in connection with the discharge of any functions which are the responsibility of the Cabinet;
- ii) Review the general policy framework document and policies generally and make suggestions for improving them;
- iii) Contribute to continuous improvement in service delivery through consideration of service delivery performance, participation in Service and value for money reviews, and investigations of budgets;
- iv) Review and make recommendations relating to the discharge of non-executive (regulatory) functions;
- v) Consider and make recommendations to Full Council and external partner stakeholder organisations on any matters having a direct bearing on the economic, social or environmental well-being of Hackney Citizens;
- vi) In the case of the Health in Hackney Scrutiny Commission, to review and scrutinise matters relating to the health service in the authority's area and to make reports and recommendations on such matters in accordance with any Regulations and Directions made under the Health and Social Act 2001. The Health in Hackney scrutiny commission may, from time to time, decide to appoint a Joint Health Scrutiny Committee, which may involve one or more other local authorities;
- vii) In the case of the Living in Hackney Scrutiny Commission, to review and scrutinise decisions made, or other actions taken, in connection with the discharge by the responsible authorities of their crime and disorder functions. To make reports or recommendations to Full

Council and to provide copies of reports to such responsible authorities and co-operating persons and bodies as appropriate, in accordance with the Police and Justice Act 2006, with respect to the discharge of those functions;

- viii) Request information from relevant external partner authorities, invite interested parties to comment as appropriate and to make recommendations.
- ix) Consider any referral by a Councillor under the Councillor Call for Action, and if considered appropriate to scrutinise decisions and/or actions taken in relation to a matter;
- x) Consider matters referred to in accordance with the Council's Petition Scheme as set out in [Part 6](#) of this Constitution

7.2 The Scrutiny Panel and Commissions may make recommendations arising from such work to the Cabinet, Full Council and external partner / stakeholder organisations.

Attendance by Elected Mayor, Cabinet Councillors and other persons

- 7.3 The Scrutiny Panel and Commissions may require the Elected Mayor, Cabinet Councillors or Chief Officers to attend before it to answer questions and may invite other persons to attend meetings of the Commissions.
- 7.4 It shall be the duty of any Councillor or Officer to comply with any requirement so made.
- 7.5 A Councillor must not be involved in scrutinising a decision in which they had been directly involved.
- 7.6 A person is not obliged to answer any question. However, they would be entitled to refuse to answer a question in or for the purposes of proceedings in a court in England and Wales.

Role and Function of the Scrutiny Panel

- 7.7 The Council shall appoint a Scrutiny Panel to coordinate and oversee the work of the Scrutiny Commissions
- 7.8 The Panel will be responsible for establishing [task-finish scrutiny panels](#) and for considering a request made by any 5 non-executive Members for the call-in of a cabinet decision or a decision of the [Joint committee](#) of the Six Growth Boroughs. The Scrutiny Panel's terms of reference are set out

in [Part 3](#) of the Constitution

- 7.9 The Scrutiny Panel shall comprise 9 Members, who cannot be Members of the Cabinet. It shall include the [Chairs](#) and [Vice-Chairs](#) of the Scrutiny Commissions and a Councillor of the larger opposition group, if not already represented as a Chair or Vice-Chair of a commission.
- 7.10 The Scrutiny Panel's Chair shall be a Member of the majority political group of the Council. Chairs of the Scrutiny Commissions are not eligible for the position of Chair of the Scrutiny Panel. The Vice-Chair of the Panel should be a member of the larger opposition party.
- 7.11 The Scrutiny Panel may invite the Elected Mayor and the Deputy Mayor to attend meetings of the Panel to assist in consideration of the scrutiny work programme, and how the Elected Mayor and Deputy Mayor can participate in the Panel's work programme. The Scrutiny Panel may also invite the chairs of the Audit and Corporate Committees to assist with discharging the functions of the Panel.

Role and function of the Scrutiny Commissions

- 7.12 Full Council will appoint the following Scrutiny Commissions as set out in the table below:

Commission	Scope
Living in Hackney Scrutiny Commission	Quality of life in local communities covering neighbourhoods, place, wellbeing and amenities.
Skills, Economy and Growth scrutiny Commission	Prosperity of the borough and development, in particular economic development, employment and large-scale schemes.
Health in Hackney Scrutiny Commission	Health Services, Adult Social Services, Older People
Children and Young People's Scrutiny Commission	Children and Young People, Hackney Learning Trust

- 7.13 The Children and Young People Scrutiny Commission shall include in its membership the following voting representatives: -

- a) One London Diocesan board for Schools (Church of England)

- representative;
- b) One Roman Catholic Westminster Diocesan Schools Commission representative;
- c) Two parent governor representatives: and the following non-voting representatives;
- d) One Orthodox Jewish community representative;
- e) One representative from the North London Muslim Community Centre;
- f) One representative from the Free Churches Group;
- g) One representative from the Hackney Schools Governors' Association; and
- h) Up to five representatives from the Hackney Youth Parliament.

7.14 Within their terms of reference, the Scrutiny Commissions may: -

- i) Develop a rolling programme of scrutiny and review which shall be reviewed on a quarterly basis;
- ii) Exercise an overview of the Sustainable Community Strategy for the purpose of contributing to policy development;
- iii) Review and/or scrutinise decisions or actions relating to the discharge of the Council's functions within its terms of reference. This could include reviewing decisions before they have been taken (policy development) or after they have been implemented (post-hoc review);
- iv) Where referred to it, consider a request made by any 5 non-executive Members for the call-in of a Cabinet decision
- v) Make reports and / or recommendations to the Cabinet for possible forwarding to Full Council and/or the Cabinet, and/or Corporate Committee and/or any Ward Forum with the discharge of any [Council functions](#); and
- vi) Exercise responsibility for any resources made available to them.

Specific functions of Scrutiny Commissions

7.15 Scrutiny Commissions specific functions are: -

i) **Policy Development and Review**

- To assist Full Council and the Cabinet in the development of the budget and policy framework by in-depth analysis of policy issues;
- To conduct research and consult with the community on policy issues and options available to the Council;
- To consider and implement mechanisms to encourage and enhance community participation in the development of policy options;
- To liaise with other external organisations operating in the area, whether national, regional or local, to ensure that the interests of local people are enhanced by collaborative working; and
- To consult or question councillors of the Cabinet and senior officers about their views on issues and proposals affecting the area.

ii) **Scrutiny**

- To review and scrutinise Cabinet decisions made by the Elected Mayor, the Cabinet, by an individual Councillor of the Cabinet, by a Committee of the Cabinet, or by an Officer of the Council;
- To review and scrutinise the work of the Council in relation to its policy objectives, performance targets and/or particular service areas;
- To question Councillors of the Cabinet and senior Officers about their decisions and the performance of the services for which they are responsible, whether generally in comparison with service plans and targets over a period of time or in relation to particular decisions initiatives or projects;
- For the Health in Hackney Scrutiny Commission, to carry out health Scrutiny in accordance with Section 244 Regulations under that section of the National Health Services Act 2006 (as amended by the Local Government and Public Involvement in Health Act 2007 and the Health and Social Care Act 2012 relating to reviewing and scrutinising local health service matters). Where the proposal relates to more than one local authority area, it must be considered by a Joint Health Scrutiny Committee appointed by each of the local authorities in question;

- For the Living in Hackney Scrutiny Commission, to discharge the functions conferred under the Police and Justice Act 2006;
- To make recommendations to Cabinet arising from the outcome of the scrutiny process for possible forwarding to Full Council;
- To review and scrutinise the performance of other public bodies in the area, invite them to address the Scrutiny Commission, and prepare reports about their initiatives and performance;
- To gather evidence from any person or organisation outside the Council;
- To consider referrals from Ward Forums and Enhanced Tenants Residents Associations and initiate reviews of issues as deemed appropriate.

iii) **Community Representation**

- To promote and put into effect closer links between Overview and Scrutiny Members and Citizens;
- To encourage and stimulate an enhanced community representation role for Overview and Scrutiny Members including enhanced methods of consultation with local people;
- To liaise with the Council's consultative Ward Forums and Enhanced Tenants Residents Associations on matters that affect or are likely to affect the local area;
- To keep the Council's area-based governance arrangements under review and to make recommendations to the Scrutiny Panel, to the Cabinet and / or Full Council as to how participation in the democratic process by local people can be enhanced;
- To receive petitions, deputations and representations from local people and other stakeholders about matters of concern within the Scrutiny Commission's remit. Where considered appropriate, to refer them to the Cabinet, an appropriate Committee or Officer for action, with a recommendation for a report back if requested.

iv) **Developing the Work Programme**

In considering their work programme, the Scrutiny Commissions shall have regard to the following:

- Recommendations received from the Scrutiny Panel;

- Cross-cutting items proposed for the programme by the Scrutiny Panel;
- Petitions received from the public;
- The contents of the Cabinet Meetings and Key Decisions Notice;
- Issues emerging from the ward/representational role of any Councillor;
- Issues relating to Councillor Call for Action;
- Referrals made by Healthwatch Hackney relating to health and social care matters;
- Referrals by any Councillor of the Council on any matter relevant to the functions of the Scrutiny Commission;
- Referrals by any Councillor on a local crime and disorder matter;
- Referrals to it by Full Council, the Cabinet or another Committee;
- Issues which, whilst not the direct responsibility of the Council, have a direct bearing on the economic, social or environmental well-being of the borough's Citizens;
- Issues relating to Joint Overview and Scrutiny Committees.

Proceedings of Overview and Scrutiny

- 7.16 The Scrutiny Panel and Commissions will conduct their proceedings in accordance with the Overview and Scrutiny Procedure Rules set out in [Part 4](#) of this constitution

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Children & Young People Scrutiny Commission July 11th 2022 Item 6 - Childcare Sufficiency Assessment	Item No 6
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Outline

Every two years the Council is required to undertake a childcare sufficiency assessment to ensure that there are enough childcare places for pre-school children.

The assessment also incorporates:

- The take-up of free childcare entitlements for 2-year-olds and 3 and 4 year-olds;
- Quality of childcare provision;
- Cost of childcare provision.

Reports

Hackney Education Childcare Sufficiency Duty Report 2022

Officers

- Tim Wooldridge, Early Years Strategy Manager
- Donna Thomas, Head of Early Years, Early Help & Wellbeing • Early Years, Early Help & Wellbeing
- Annie Gammon, Director of Education

To note:

To inform the scrutiny of this item, the Commission held a focus group meeting with six local childcare providers on Tuesday 5th July, 2022.

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Overview & Scrutiny

Children & Young People Scrutiny Commission

Date of meeting: Monday 11 July 2022
Title of report: Childcare Sufficiency Duty Report
Report author: Tim Wooldridge, Early Years Strategy Manager
Authorised by: Annie Gammon, Director of Education
<p>Brief:</p> <p>Hackney council is required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare for working parents, or parents who are studying or training for employment.</p> <p>To meet this duty, this report assesses the sufficiency of childcare through a focus on the main themes of: demand for childcare, the supply of childcare places, the quality of care and the cost. Each theme is 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.</p> <p>The report shows that;</p> <ul style="list-style-type: none">• If current levels of childcare provision are maintained, overall demand for early years childcare should continue to be met as there is a sufficient supply of childcare provision to meet the needs of children requiring funded childcare places.• The take-up of universal funded early education for 2, 3 and 4 year olds remains consistent with previous years and is slightly higher than local regional comparators. Take-up of the extended (30hours) entitlement continues to increase.• The total number of early years childcare providers remains stable, as does the number of places available.• Hackney has maintained its position as a high performing borough in relation to OFSTED inspection outcomes in maintained school provision and in pre-school provision.• The average cost of childcare has increased in group settings in the Private and Voluntary sector and fallen slightly amongst Childminders. Costs remain lower than Inner London averages.



Childcare Sufficiency Duty Report

2022

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Introduction

Hackney Council has a duty to ensure that there are sufficient places for eligible 2, 3 and 4 year olds to take up their free 15 and 30 hours early years education entitlement. The Council is also required to ensure that there is sufficient childcare to enable parents to take up or remain in work, or to undertake training to assist them in obtaining work.

The Council is required by law to 'report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents'. This report meets this duty.

Having sufficient childcare means that families are able to find childcare that meets their child's learning needs and enables parents to make a choice about work and training. Sufficiency is assessed for different age groups, rather than for all children in the local authority.

In this report, we have made an assessment of sufficiency using data about the demand for childcare and the amount of childcare available. We use information about childcare sufficiency to plan our work supporting the local childcare economy.

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.

Executive Summary

The early years' population projections show a gradual reduction in the number of children aged 0-4 over the coming three years before numbers plateau. If current levels of childcare provision are maintained, overall demand for early years childcare should continue to be met.

There continues to be a sufficient supply of childcare provision to meet the needs of children requiring funded childcare places.

Hackney has maintained its position as a high performing borough in relation to inspection outcomes in maintained school provision and in pre-school provision.

The take-up of funded early education for 2 year olds decreased in 2021 although to a lesser degree than with Hackney's statistical neighbours. The increase in take-up during 2022 is significant although national data to view this against is not yet available.

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.

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.

The total number of early years childcare providers remains stable, as does the number of places available.

Childcare for children with special educational needs and disabilities (SEND) continues to be available throughout Hackney. The number of early years children with SEND continues to increase in all settings and school nurseries, reflecting the growing demand for SEND services, support and appropriate childcare.

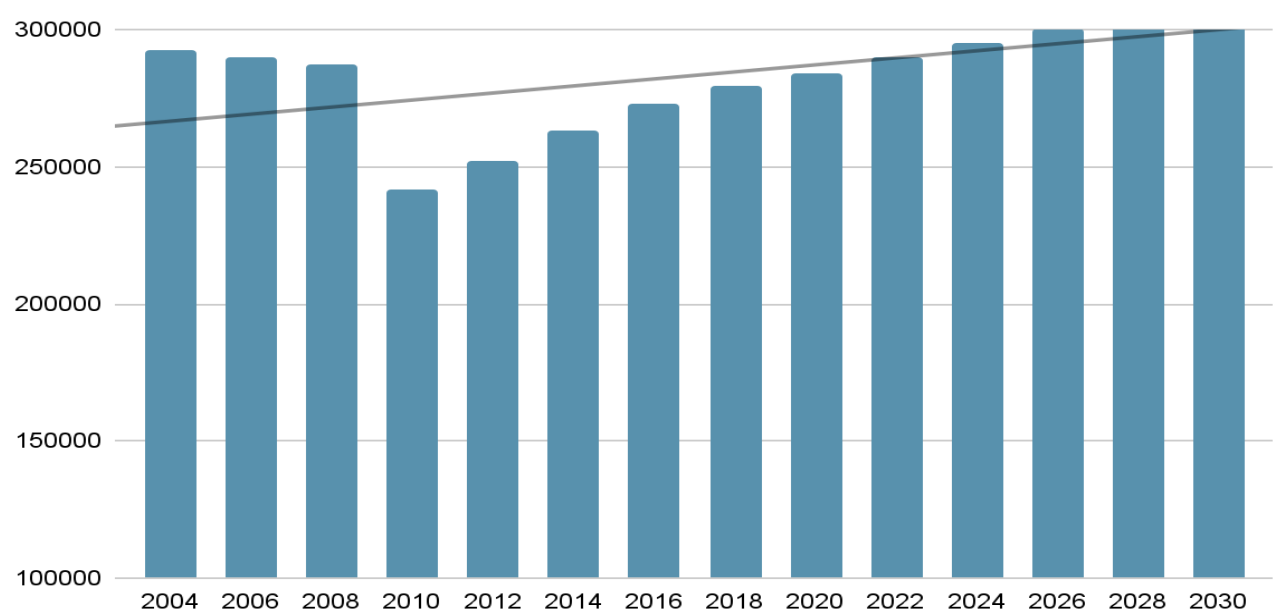
The average cost of childcare has increased in group settings in the Private and Voluntary sector and fallen slightly amongst Childminders. Costs remain lower than Inner London averages.

Demand for childcare

Population Numbers

According to the Greater London Assembly, the population of Hackney in 2022 is 289,800. There was a period of gradual growth since 2010 which followed a decrease in the preceding ten years between 2000 and 2010. The population is predicted to grow over the next ten years reaching 311,000 by 2030.

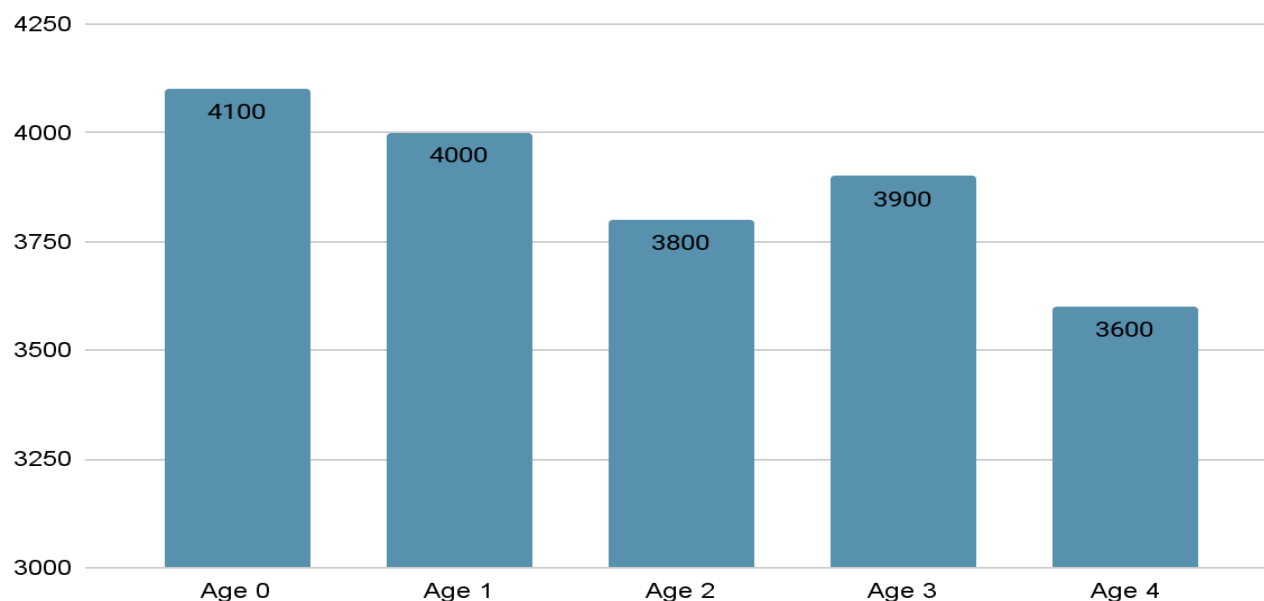
Chart 1 - GLA (2019) Hackney overall population projections



Early Years population

Currently there are 19,400 children aged 0-4 living in Hackney. The number of children fluctuates according to birth rates and net population movements in and out of the borough.

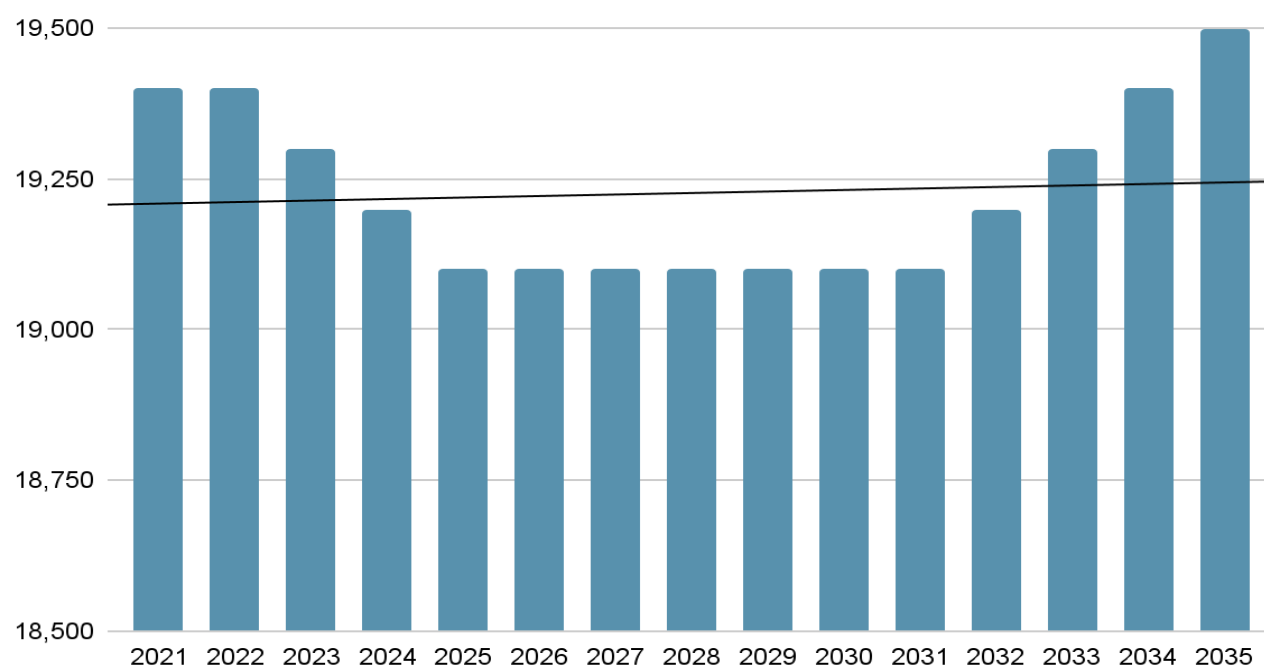
Chart 2 - Number of children aged between 0-4 (GLA Population Dataset 2019)



<https://data.london.gov.uk/dataset/gla-population-projections-custom-age-tables>

The number of children aged 0-4 is predicted to fall marginally over the next three years from 19,400 to 19,100 in 2025. The total number of children is estimated to plateau before rising again in 2032.

Chart 3 - Estimated population (0 - 4 years) 2021 - 2035 (GLA 2019)



Number of children with SEND

There are currently a total of 2,079 active Education, Health and Care (EHC) plans in Hackney. There has been an increase both locally and nationally since 2016. Numbers increased by 137 between 2016

and 2019, but since then there has been a further increase of 481 children and young people. 4.6% of children in Hackney have an EHC plan compared with 3.7% nationally.

Table 1 - Number and Percentage of children with EHC plan / Statement of special needs attending nursery, primary, secondary and special schools, non-maintained special schools, pupil referral units and independent schools

		2016	2017	2018	2019	2020	2021
England	EHC plans/ Statements of SEN (number)	236,806	242,184	253,679	271,165	294,758	325,618
	EHC plans/ Statements of SEN (%)	2.8	2.8	2.9	3.1	3.3	3.7
Hackney	EHC plans/ Statements of SEN (number)	1,461	1,492	1,539	1,598	1,796	2,079
	EHC plans/ Statements of SEN (%)	3.4	3.3	3.5	3.5	4.2	4.6

The Early Years Inclusion Fund 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. Any registered Early Years setting, school or childminder can submit an application to access the additional funding provided. The Inclusion Fund is for those children with emerging SEND but who do not yet have an Education, Health and Care plan.

The number of applications has increased since the fund was introduced. In January 2020 the Inclusion Fund supported 179 children to access their 3 and 4 year old entitlements. In January 2022 this had increased to 247 children attending 52 different schools and settings. The primary need for the majority of children requiring SEND support is for speech, language, communication and interaction difficulties.

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

www.hackneylocaloffer.co.uk

Supply of Childcare

Number of early years providers and places

The Family Information Service (FIS) holds information on all Ofsted registered childcare in the borough. This information is regularly updated so that parents can be as well informed as possible. The different types of childcare available include;

Childminders: Ofsted registered professionals who look after children in their own homes. They offer a flexible service, caring for children aged from birth to sixteen years. They are only allowed to look after up to six children between the ages birth to eight (including their own). They can have more children if they work in partnership with other childminders or assistants.

Private or Voluntary Nurseries: these settings care for children aged from birth to five years and usually offer day care from 8am to 6pm, for most of the year. All day nurseries are registered with Ofsted and inspected regularly. They can be run by private individuals, community groups, Montessori organisations, commercial businesses or by employers. Children Centres offering Ofsted registered childcare places also sit within this categorisation.

Playgroups: provide care for children either as a morning or afternoon session or as extended sessions including lunch. They are often run by voluntary groups but can also be run by private individuals. They care for children aged from two to five years and are usually only open during term time. They differ from day nurseries in that they offer sessional based care and admit children from the age of two years old. They are registered and inspected by Ofsted.

Independent Schools: these are owned privately and cater for children aged from three to Sixteen. Some independent schools choose to take children from two years old. The schools are registered with Ofsted or the Department for Education but make their own arrangements concerning staff numbers, qualifications and curriculum. If the school participates in the Early Years Foundation Stage (EYFS) curriculum, it must comply with the Statutory Framework and will be inspected by Ofsted. The vast majority of Independent school provision serves the Orthodox Jewish (Charedi) community in the North of the borough in the wards of Cazenove, Springfield, Woodberry Down and Stamford Hill West.

Nursery Classes in Maintained Schools: these are schools that offer full and part-time early years education places, typically between school hours and during term time only. They are attached to primary schools. There are also two standalone Maintained Nursery schools. In addition to offering places in nursery classes for children from the age of three, a quarter of Hackney maintained schools also offer places for two year olds.

In total, there are 346 Early Years childcare providers in Hackney. Since the previous assessment, there has been a slight decrease in the number of registered Childminders (from 176 to 163) and a decrease in two of the total number of Private, Voluntary and Independent settings (PVIs). The number of nursery classes in school remains the same.

Table 2 - Total number of providers by type

Type of provision	Number of Providers
All providers	346
Childminders	163
Nurseries in Maintained schools	54

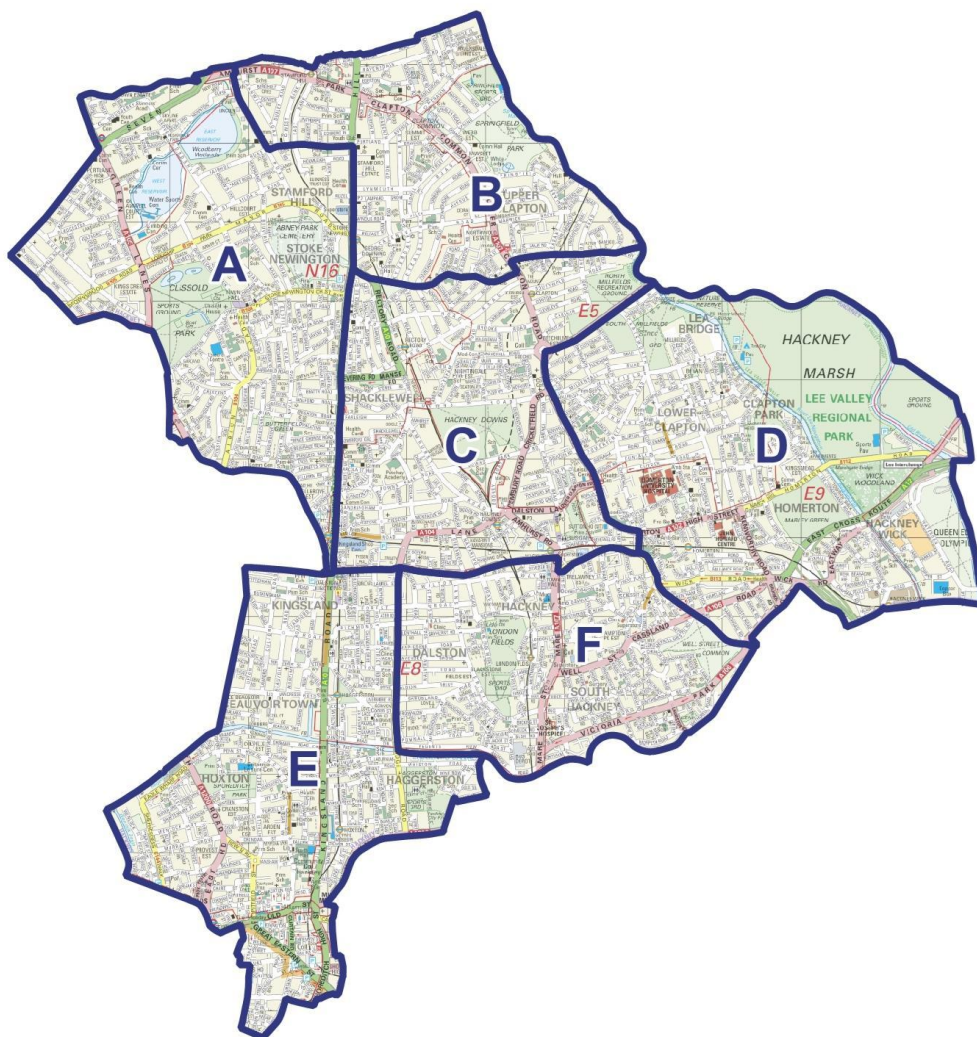
Private and Voluntary Providers	108
Independent schools	21

The number and type of Early Years provider in each Children Centre Cluster area is summarised below.

Table 3 - Number of Early Years providers in each Children Centre cluster area

Children Centre A - Woodberry Down	Children Centre B - Stamford Hill
39 Childminders 18 Private & Voluntary (inc Children's Centres) 4 Playgroups 11 Maintained Schools 3 Independent schools	22 Childminders 24 Private & Voluntary (inc Children's Centres) 3 Playgroups 5 Maintained Schools 17 Independent schools
Children Centre C - Hackney Downs	Children Centre D - Homerton
30 Childminders 17 Private & Voluntary (inc Children's Centres) 2 Playgroups 9 Maintained Schools 0 Independent schools	29 Childminders 9 Private & Voluntary (inc Children's Centres) 3 Playgroups 9 Maintained Schools 0 Independent schools
Children Centre E - Haggerston	Children Centre F - London Fields
25 Childminders 14 Private & Voluntary (inc Children's Centres) 2 Playgroups 11 Maintained Schools 1 Independent school	18 Childminders 12 Private & Voluntary (inc Children's Centres) 0 Playgroups 7 Maintained Schools 0 Independent schools

Map 1 - Map of Hackney showing Children Centre Areas A - F



Free Early Education Entitlement

Some children are entitled to free childcare, funded by the government. There are three broad offers. These are;

1. Fifteen hours free education entitlement for 2 year olds

Children aged 2 whose families receive certain benefits (including Income support, Income based Job Seekers Allowance, Income related Employment and Support Allowance, Tax Credits and have an annual family income of under £16,190 before tax, Universal Credit and have an annual family income of under £15,400 after tax or support through part 6 of the Immigration and Asylum Act) are entitled to 15 hours per week for 38 weeks per year. Nationally, about 40% of 2 year olds are entitled to this offer, but the proportion varies by local area.

2. Fifteen hours free education entitlement for all 3-4 year olds

All three and four year olds are entitled to a free part-time nursery education place regardless of how much their families earn. The free places are for 570 hours per year which is usually taken as 15 hours a week over 38 weeks but parents can choose to take fewer hours over more weeks.

3. Thirty hours free education entitlement for some 3 and 4 year olds (Extended entitlement)

Some working parents are eligible for an additional 15 hours of free childcare for their 3 and 4 year olds. These families will be able to access up to 30 hours of free childcare a week, 38 weeks a year. Both parents are required to be working, or for lone parent families where that parent is working, and earn the equivalent of at least 16 hours per week at the National Living Wage or National Minimum Wage.

Full details about the criteria and checking processes can be found here;

<https://education.hackney.gov.uk/free>

Providers offering funded early education places

Providers are not required to offer the free entitlements and some choose to charge parents the full cost of providing a childcare service; however if providers do not offer the free entitlement, 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. In addition 25% of schools with nursery classes offer places for eligible funded two year olds, whilst an additional 25% 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.

The total number of settings offering the free entitlements for three and four year olds has fallen mainly due a reduction in the number of childminders delivering places.

Table 4 - Number of providers delivering Free Entitlement places for Three and Four year olds

	2018	2019	2020	2021
All providers	180	181	198	188
Childminders	5	6	17	11
Independent schools	22	22	22	21
Maintained Nursery schools	2	2	2	2
Nurseries in Maintained schools	53	53	53	52
Private and voluntary providers	96	96	102	100
Special Schools	2	2	2	2

The number of providers delivering free education entitlement places for 2 year olds fluctuates year by year, often related to the geographical location of the demand for places as well as provider choice. Between 2020 and 2021 there was a reduction in the number of Private and Voluntary providers delivering places which in part, is related to a fall in the number of children accessing the entitlement.

Table 5 - Number of providers delivering Free Entitlement places for Two year olds

	2018	2019	2020	2021
All providers	134	127	135	120
Childminders	24	20	23	18
Independent schools	12	10	13	12
Maintained Nursery schools	2	2	2	2
Nurseries in Maintained schools	8	10	8	11
Private and voluntary providers	88	85	88	77
Special Schools	0	0	1	0

There is no free entitlement funding for any children under two, nevertheless some providers offer places for which fees are paid by the parents. There are several reasons why some settings choose not to offer places for this age group including the requirement to have an additional room which is separate from provision for older children, the need to provide sleeping areas including cots and bedding and higher adult / child ratios. Currently, there are 70 nursery providers offering places for children under two and 66 childminders (from a total of 83 childminders who replied to the survey).

Number of children accessing Free Early Education Entitlement

The number of children attending Hackney schools, settings and childminders has fallen over the previous three years. In 2018 there were 6889 three and four year olds attending provision; this figure has reduced to 6677 taking up the free entitlements in 2021.

The take up of the two year old free entitlement shows a similar picture. The total number of children attending reduced significantly between 2020 and 2021 from 1311 to 1089. This mirrors the reduction seen in all other local authorities and nationally, and can be accounted for by a reticence on the part of parents to take up their entitlements during the pandemic when visits to schools and settings, meetings with leaders and managers, and settling-in practices were so disrupted.

Table 6 - Number of two, three and four year olds taking up Free Education Entitlement in a Hackney schools or settings

	2018	2019	2020	2021
Number of Two years olds	1363	1239	1311	1089
Number of Three years olds	3449	3534	3430	3231
Number of Four years olds	3440	3517	3610	3446

Table 7 - Percentage of two year olds taking up the Free Education Entitlement

	2018	2019	2020	2021
Percentage of Two year olds	59%	60%	64%	57%
Percentage of Three and four year olds	86%	88%	88%	84%

The percentage take up of the free entitlement for three and four year olds in Hackney in 2021 was 84%. This has been a reduction of 4% on the previous two years, nevertheless, it shows a smaller decrease than most of Hackney's statistical neighbours. Within this group, Hackney continues to have the highest take up of the universal free education entitlement, also exceeding the average of inner London local authorities.

Table 8 - Percentage take up of three and four year olds in Hackney, Statistical Neighbours, Inner London and England

	2018	2019	2020	2021
Hammersmith and Fulham	82	80	78	72
Southwark	81	81	81	76
Waltham Forest	84	82	81	76
Haringey	78	79	81	77
Lewisham	83	83	79	79
Islington	83	83	83	80
Croydon	85	86	85	80
Greenwich	86	87	86	81
Enfield	86	83	85	81
Lambeth	87	87	86	82
Hackney	86	88	88	84

Statistical Neighbours	83.5	83.1	82.5	78.4
Inner London	80.0	80.0	79.0	76.0
England	94.0	93.0	93.0	88.0

The take up of places for children eligible for the two year old funding decreased by 7% to 57% in 2021. This follows a similar pattern both across London and nationally. The take-up compares favourably alongside Hackney's statistical neighbours.

Table 9 - Percentage take up of two year olds in Hackney, with Statistical Neighbours, Inner London and England

	2018	2019	2020	2021
Croydon	82	47	49	42
Waltham Forest	48	47	50	44
Hammersmith and Fulham	85	50	52	45
Lewisham	54	56	57	47
Southwark	93	61	57	48
Haringey	54	47	54	48
Enfield	54	50	53	49
Greenwich	56	58	60	50
Hackney	59	60	64	57
Lambeth	64	63	63	60
Islington	64	61	67	61
Statistical Neighbours	65	54	56	49
Inner London	60	56	57	50
England	72	68	69	62

As previously stated, the two year old entitlement is not a universal offer. Eligibility is for those parents in receipt of various benefits including Income Support, Job Seekers Allowance, Income-related Employment and Support Allowance. What is significant is the total number of children and families who are eligible varies from year to year (Table 10). Between 2018 and 2020, the number of eligible families reduced by almost over 500 and although it has since increased to 1900 there has been a downward trend over the previous four years.

Table 10 - Total number of two year olds eligible for Free Education Entitlement

	2018	2019	2020	2021
Number of Eligible two year olds	2310	2065	1767	1901

Early years pupil premium (EYPP)

Early Years education providers are able to receive up to £302 per year to help with a child's education provided parents meet certain eligibility criteria. EYPP is for children aged 3 or 4 and accessing 15 hours free childcare. As with the two year olds eligibility, parents need to be in receipt of benefits (which include Income Support, Income-based Jobseeker's Allowance, Income-related Employment and Support Allowance - full details can be found at; <https://www.gov.uk/get-extra-early-years-funding>).

The total number of children in schools and settings who were in receipt of the EYPP funding has reduced from 625 in 2018 to 520 in 2021, a decrease of 105 children and families.

Table 11 - Total number of three and four year olds in receipt of Early Years Pupil Premium

	2018	2019	2020	2021
Number of three and four year olds in receipt of EYPP	625	604	545	520

Currently, 7.8% of families accessing the universal entitlement are making a claim for the EYPP. This figure has reduced slightly since 2018 when schools and settings received additional funding for 9% of children.

Table 12 - Percentage of three and four year olds eligible for Early Years Pupil Premium

	2018	2019	2020	2021
Percentage of three and four year olds eligible for Early Years Pupil Premium	9%	8.5%	7.7%	7.8%

Extended Entitlement (30 hours)

The Extended Entitlement, offering parents an additional 15 hours of free childcare, was introduced in September 2017. Although there was a decrease in the number of families accessing this entitlement in 2021, both the number of children (table 13) and the percentage of the total number of children (table 14) accessing this element of free childcare has increased since its inception. Currently, 29% of all children accessing the universal 15 hours of childcare are claiming the extended entitlement.

Table 13 - Number of three and four year olds accessing 'Extended Entitlements' (30 hours)

	2018	2019	2020	2021
Number of three and four year olds accessing 'Extended Entitlements'	1583	1918	2091	1900

Table 14 - Percentage of three and four year olds accessing 'Extended Entitlement' (30 Hours)

	2018	2019	2020	2021
Percentage of three and four year olds accessing 'Extended Entitlements'	23%	27%	29%	29%

Early Years Occupancy and Vacancy rates

In April 2022 all Early Years providers were surveyed to establish occupancy and vacancy rates in three broad age groups. These were for children under two years old, children who are two year olds and those 3 - 5 years old. Providers were asked to report on the number of children attending and the maximum number of children that could be accommodated.

This table below records the total number of providers, the number of survey returns and the number of vacancies in the three age groups for whom information was collected. The final column records, as a percentage, the full time occupancy rate.

It should be noted that the table shows the occupancy rate only from the providers that responded to the survey and it should not be inferred that this rate is common across all providers. It could well be the case that settings with low occupancy rates were more eager to report than those with higher rates.

It should also be noted that not all childminders registered with Ofsted are operating all the time. Some childminders retain their registration with Ofsted even while not minding because to re-register can be a time consuming and complex process.

Table 15 - Number of vacancies and occupancy rates (%)

Type of provision	Total Number of providers	Total number of returns	Total number of vacancies		Percentage of total places occupied
Childminders	163	83	0-2 years	92	55%
			2 years	104	52%
			3-5 years	135	22%
Nursery classes in schools	54	53	0-2 years	N/A	N/A
			2 years	230	64%
			3-5 years	582	73%

Private, Voluntary and Independent nurseries inc children's centres	121	106	0-2 years	289	77%
			2 years	528	75%
			3-5 years	521	85%

The number of vacancies reported in each of the three age groups are full-time places. 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.

In total, when vacancies across different providers are collated, there were 381 full time vacancies for children under two years old, 860 full time vacancies for children aged two years old and 1,238 vacancies for children aged three to five.

When each of the three age groups (0 - 2 years, 2 - 3 years and 3 - 5 years) are combined, the occupancy rate for each provider types shows a wide variation; with Childminders the overall occupancy was 44%, in nursery classes in maintained schools, occupancy was 73% and in the Private, Voluntary and Independent nurseries, it was 80%.

The table below combines the number of vacancies with Childminders, in Nursery Classes in schools, and across the PVI sector and sorts according to the six Children Centre areas. The number of vacancies is shown in the three age groups for which occupancy information was collected.

Table 16 - Number of vacancies with Childminders, in schools and with PVIs

Children centre Cluster area	Age group	Total Vacancies	Percentage occupied
A Woodberry Down, Clissold and surrounding areas.	0-2 years	114	72%
	2 years	205	75%
	3-5 years	252	81%
B Stamford Hill and surrounding areas.	0-2 years	54	76%
	2 years	148	74%
	3-5 years	310	83%
C Hackney Downs, Stoke Newington and surrounding areas.	0-2 years	47	84%
	2 years	125	77%
	3-5 years	162	79%
D Homerton and surrounding areas.	0-2 years	30	77%
	2 years	164	67%

	3-5 years	256	71%
E Shoreditch, Haggerston and surrounding areas.	0-2 years	88	61%
	2 years	84	74%
	3-5 years	132	85%
F London Fields, Well St and surrounding areas.	0-2 years	48	71%
	2 years	148	59%
	3-5 years	176	69%

Occupancy, capacity and vacancy rates provide a snapshot, that can often change rapidly, however, the table above shows that across each Children's Centre area and for each of the three age groups of children that were surveyed, there is sufficient available capacity to meet demand. There are a substantial number of vacancies with Childminders, in the Private, Voluntary and Independent sector and in nursery classes in maintained schools across each of the Children Centre cluster areas.

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'. Some providers are still awaiting their first full inspection or have re-registered under new owners. These providers are excluded from the tables as they do not have an Ofsted grade.

Table 17 - Percentage of Hackney providers judged as Good or Outstanding by Ofsted

Type of provision	2018	2019	2020	2021
Childminders	97%	95%	96%	96%
Nursery classes in schools*	95%	94%	100%	100%
Maintained nursery schools	100%	100%	100%	100%
Private and voluntary nurseries inc children's centres	91%	96%	97%	98%

Independent schools*	38%	35%	30%	30%
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* For Maintained Nursery Classes in schools and in Independent schools, early years grade is recorded if available, otherwise overall school grade is used.

There have been only slight changes between 2018 and 2022. The percentage of 'good' or 'outstanding' provision across the Private and Voluntary sector has increased to 98% in line with London and England outcomes. Ofsted outcomes of 'good' or 'outstanding' in the Independent sector now stands at 30%.

Table 18 - Percentage of providers judged by Ofsted in Hackney, London and England (2022)

Type of provision	Hackney	London	England
Childminders	96%	94%	96%
Nursery classes in schools	100%	Not known	88%
Maintained nursery schools	100%	Not known	98%
Private and voluntary nurseries	98%	97%	98%

Cost of Childcare

Information about the cost of childcare, outside the funded entitlements, is reported to Hackney Education by providers. Information is collected on average prices per hour, per day and per week. Some 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.

Since the previous Childcare Sufficiency Assessment in March 2020 the cost of childcare among Childminders has reduced while the cost in Private and Voluntary sector nurseries has increased. For example, in March 2020 the average weekly cost for a three and four year old with a Childminder was £337 per week; this rate has reduced by £11 per week and is currently £326. At the same time, the average cost for a Private or voluntary nursery increased by £25 from £267 to £292 per week.

The cost of a full-time place for children under two follows a similar pattern. The cost of a nursery place has increased from £297 to £323 (an increase of £26) while the cost of a Childminder place has reduced from £352 to £335 (an average decrease of £17).

Table 19 - Average price per day, per week and, for childminders only, per hour for the different types of provision and age group

	Private and voluntary nurseries	Playgroups*	Childminders
Children aged under two years old	£70.37 per day £323.26 per week	N/A	£8.42 per hour £69.88 per day £335.23 per week

Children aged 2 years old	£65.26 per day £302.05 per week	£24.57 per day £122.85 per week	£8.37 per hour £68.28 per day £326.10 per week
Children aged 3 and 4 years old	£63.99 per day £292.76 per week	£22.58 per day £106.18 per week	£8.39 per hour £68.27 per day £326.11 per week

* Playgroups provide term-time only (38 weeks per year) places for children between the age of two and five. Sessions are usually either for mornings or afternoons. Playgroups do not usually offer wrap around care or hours outside 9.00am to 3.30pm

Comparisons with the national cost of childcare published by the Family and Childcare Trust indicate that prices in Hackney PVI settings remain, on average, lower than other Inner London areas, but higher than averages nationally.

Table 20 - Average price of 50 hours a week childcare for children aged under three at nurseries and childminders

	Private & Voluntary Nursery		Childminder	
	Under two	Two	Under two	Two
England	£273.57	£265.38	£237.58	£236.01
Inner London	£368.73	£347.25	£344.10	£346.60
Hackney	£323.26	£302.05	£335.23	£326.10

Methodology: sources of data

- Number of children: based on GLA population projections from the London Data Store.
<https://data.london.gov.uk/dataset/gla-population-projections-custom-age-tables>
- Children with EHC plans: based on data from DfE SEN2 (2019)
<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>
- Supply of childcare: based on data provided by Ofsted, headcount returns from providers and EY census information
<https://www.gov.uk/government/statistics/provision-for-children-under-five-in-england-january-2021>
- Vacancy rates: obtained through provider 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.
<https://www.gov.uk/government/statistics/provision-for-children-under-five-in-england-january-2021>
- 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
<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>
- Quality of childcare: data on childcare quality is provided by Ofsted.
www.gov.uk/government/collections/early-years-and-childcare-statistics
<https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-march-2020/main-findings-childcare-providers-and-inspections-as-at-31-march-2020#inspection-outcome>
[s](https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-march-2020/main-findings-childcare-providers-and-inspections-as-at-31-march-2020#inspection-outcome)
- Cost of childcare: Information is obtained from providers through an annual survey and comparisons made with data collated by the Family and Childcare Trust.
<https://www.familyandchildcaretrust.org/> ;
https://www.familyandchildcaretrust.org/sites/default/files/Resource%20Library/Final%20Version%20Coram%20Childcare%20Survey%202022_0.pdf



Children & Young People Scrutiny Commission July 11th 2022 Item 7 - Admissions and School Place Planning	Item No 7
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Outline

Each year the Commission reviews:

- Local admission processes for both reception and secondary school level entry:
- Wider school place planning role of the Council.

Reports

Hackney Education School Admission Outcomes 2022

Officers

- David Court, Head of School Organisation and Commissioning
- Annie Gammon, Director of Education

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Overview & Scrutiny

Children & Young People Scrutiny Commission

Date of meeting: 11 July 2022
Title of report: Update on School Admissions Outcomes
Report author: David Court, Head of School Organisation and Commissioning
Authorised by: Annie Gammon, Director of Education
Brief: The Children and Young People Scrutiny Commission has been provided with a summary of school admission outcomes annually since 2012. This report provides an update since the report of June 2021.

Report Summary

The Children and Young People's Commission has been provided with a summary of school admissions annually since 2012. This report provides an update since the report of June 2021.

The report covers admission to reception class, transfer from primary to secondary school, in year admissions, the admission of pupils with Education Health and Care Plans and School Place Planning.

Headlines

- Admission to Reception class - 92.5% of Hackney residents who applied on time expressed a first preference for a Hackney school;
- Transfer from Primary to Secondary School – 86.5% of Hackney residents who applied on time expressed a first preference for a Hackney School;
- The percentage of residents offered one of their top three preferences is within 0.5% of the London average;
- There were 229 fewer parents applying for reception class places, and 82 fewer application for secondary transfer compared with the previous academic year;
- The majority of applicants who were not offered a place at one of their preference schools did not make use of their 6 preferences;
- 24 out of 58 primary schools and 12 out of 16 secondary schools were oversubscribed;
- Skinners' Academy admits the highest number of out borough pupils;
- Gladesmore, City of London Academy, Highbury Grove and City of London Academy, Islington admit the highest number of Hackney residents;
- There is a separate process for the admission of pupils with Education, Health and Care Plans;
- Hackney currently has 21% surplus reception places and demand is projected to continue to fall over the next 5 years.
- In excess of 250 (just over 10%) surplus Year 7 places are projected from September 2024 admission onward.

Report to the Children & Young People Scrutiny Commission

Report title: Update on School Admissions Outcomes

Meeting date: 11 July 2022

Report originator: David Court (Head of School Organisation and Commissioning)

1. Introduction

- 1.1. The Children and Young People Scrutiny Commission has been provided with a summary of school admission outcomes annually since 2012. This report provides an update since the report of June 2021.

2. Reception Admissions 2022

- 2.1. 2094 Hackney resident parents were notified on 19 April 2022 of the outcome of their applications to reception class in September 2022. Of these, 2066 (98.7%) applied on-line. These numbers do not include children with Education Health Care Plans (EHCPs) as there is a separate application process for these children.
- 2.2. This year 92.5% or 1936 of the on-time applicants expressed a first preference for a Hackney school. This compares to 93.9% or 2003 in 2021.
- 2.3. 2309 children were offered places in Hackney schools, which is 110 fewer children than last year. Of those offered places, 2065 were Hackney residents and 244 were out borough residents. In addition to the above numbers, 21 children with EHCPs were offered places in Hackney schools.
- 2.4. 135 Hackney resident children were offered a place in out-borough schools. This compares to 138 children last year.
- 2.5. The number and percentage of preferences met for Hackney resident children compared with the previous year is set out in Table 1. The percentage of first preferences met and top three preferences met for 2022 is higher than the London totals.
- 2.6. The 36 children (shown in the 2nd column above) not offered a place at one of their preference schools were allocated a school with a vacancy. In most cases, this was the nearest school to their home address with a vacancy.
- 2.7. Since offer day, there have been 39 late applications. Places will be offered to these applicants in the final week of May and then as they are received.

Table 1. Reception on-time preferences offers 2022 and 2021

Preferences met/offered	Number offered in 2022	Hackney % offered in 2022	Pan London % offered in 2022	Number offered in 2021	Hackney % offered in 2021	Pan London % offered in 2021
1	1856	88.63	87.93	1942	91.09	87.38
1 & 2	1993	95.17	94.64	2034	95.41	94.1
1, 2 & 3	2033	97.08	96.76	2074	97.29	96.26
1,2,3 & 4	2049	97.84	97.53	2087	97.9	97.21
1,2,3,4 & 5	2054	98.08	97.86	2092	98.13	98.14
All preferences	2059	98.27	98.04	2094	98.22	98.35
No preferences met	36	1.72	1.96	38	1.78	1.65

3. Secondary Transfer 2022

- 3.1. 2349 Hackney resident parents were notified on 1 March 2022 of the outcome of their applications for secondary transfer in 2022. 98.6% or 2316 parents applied on-line. There were 82 fewer children in this year's transfer cohort compared to last year. These numbers do not include children with Education Health Care Plans (EHCPs) as there is a separate application process for these children.
- 3.2. This year 2022 or 86.5% of applicants who applied on-time expressed a first preference for a Hackney school. This compares to 84.5% or 2054 in 2021.
- 3.3. Of those offered places in Hackney schools, 2186 were Hackney residents and 296 were out-borough residents. In addition to the above numbers, 100 children with EHCPs were offered places in Hackney schools. This compares with 103 in 2021.
- 3.4. 276 Hackney resident children were offered a place in out-borough schools. This compares to 332 children last year.
- 3.5. The number and percentage of preferences met for Hackney resident children is set out in Table 2. The percentage of first preferences met has increased significantly compared to the previous year but remains below the pan-London average.
- 3.6. The 151 Hackney resident children (shown in the 2nd column above) not offered a place at one of their preference schools were allocated a school with a vacancy. In most cases, this was the nearest school to their home address with a vacancy. Table 3 below shows the band group and the number of pupils in each post code not offered a place. Most Hackney secondary schools use a process of banding to ensure they admit a wide range of children of different abilities. Children sit a Cognitive Ability Test (CAT) and the results are used to group applications into different ability bands.

3.7. Since offer day we have received a small number of late applications. Places have been offered to all of these applicants.

3.8. There are currently no pupils that have not been offered a place.

Table 2. Secondary on-time Preferences 2022 and 2021

Preferences met/offered	Number offered in 2022	Hackney % offered in 2022	Pan London % offered in 2022	Number offered in 2021	Hackney % offered in 2021	Pan London % offered in 2021
1	1567	66.71	69.95	1547	63.64	66.37
1 & 2	1926	82.00	83.69	1928	79.31	80.26
1, 2 & 3	2092	89.06	89.27	2116	87.04	86.71
1, 2, 3 & 4	2151	91.57	91.91	2193	90.21	90.12
1, 2, 3, 4 & 5	2177	92.68	93.24	2228	91.65	91.94
All 6 preferences	2198	93.19	94.01	2248	92.47	93.04
No preferences met	151	6.60	5.99	183	7.53	6.96

Table 3. Pupils not offered a preference school on national offer day by postcode, band and gender

	Band A		Band B		Band C		Band D		Band E		No Band		Total		
Postcode	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
E2				1	1	1							1	2	3
E20					1							1	1	1	2
E5	3	4	4	6	6	9	7	8	1	1	1	2	22	30	52
E8		1	2	2	4	3	3	3					9	9	18
E9		5	2	1	3	3	5		1		2	3	13	12	25
N1			1		1					1	3	1	5	2	7
N16	5	4	4	3	4	2	1	3	5		2	2	21	14	35
N4	1	1		1	2		1					1	4	3	7
Overseas				1		1								2	2
Total	9	15	13	15	22	19	17	14	7	2	8	10	76	75	151

Note: Data is based on 1st preferences. Out-borough preferences or unbanded includes preferences for schools that do not use banding. Some pupils are in different band groups for different schools as banding is either based on the ability of the applicants that apply to the school or the national ability range. Most schools that band have four and not five bands, hence smaller numbers in Band E.

4. **Demographic characteristics of children without a confirmed place on National Offer Day**

- 4.1. Free school meal eligibility, ethnicity, house type and other factors such as whether a child has additional needs are not monitored as part of the application process. This is because admission authorities are prevented from requesting information that is not relevant to the application of the published oversubscription criteria.
- 4.2. Of the primary and secondary children who could not be offered a place at one of their preferred schools on National Offer the majority did **not** make use of their 6 preferences as shown in Table 4 below.

Table 4. Number of preferences listed by applicants who were not offered a preferred school on National Offer Day

No of preferences expressed	1	2	3	4	5	6
Reception	25	4	3	0	3	1
Secondary Transfer	21	34	46	18	11	21

- 4.3. Many of the above parents expressed preferences for schools that they were unlikely to be offered a place at, based on the criteria under which parents were offered places in the previous year.
- 4.4. The school admission team run briefing sessions at a number of schools across the borough for parents of year 5 children each summer term. These briefing sessions continue to emphasise the importance of making realistic preferences and to stress the benefits of parents using all 6 preferences. Briefing sessions are also run for school based admissions staff reiterating the above. Primary schools run in-school admissions support for Year 6 families.

5. **How places were allocated at oversubscribed schools on National Offer Day**

- 5.1. For admission to Reception class, 24 of the 58 primary schools were oversubscribed on 16 April 2021, National Offer day. How places were offered at the oversubscribed schools is shown [here](#).
- 5.2. For transfer from primary to secondary school, 12 of the 16 secondary schools were oversubscribed on 1 March 2022, National Offer day. How places were offered at the oversubscribed schools is shown [here](#).
- 5.3. Three of the oversubscribed primary schools prioritise applicants on the basis of faith and two of the oversubscribed secondary schools use random allocation. This results in some children not meeting the oversubscription criteria for the nearest school.

6. Cross-borough movement of pupils

6.1. Number of out-borough pupils offered places at Hackney School to start Year 7 in September 2022:

- Skinners' Academy - 65
- Haggerston School- 35
- Stoke Newington School and Sixth Form - 30
- Mossbourne Victoria Park Academy - 24
- Mossbourne Community Academy - 24
- Yesodey Hatorah Senior Girls School - 22
- Our Lady's High School - 22
- City Of London Academy, Shoreditch Park - 18
- Cardinal Pole Catholic School - 17
- Lubavitch Senior Girls School - 15
- The Petchey Academy - 13
- Waterside Academy - 11
- The Bridge Academy - 11
- The Urswick CE School - 7
- The City Academy, Hackney - 6
- Clapton Girls' Academy - 4

6.2. Out-borough secondary schools that offered places to the highest number of Hackney children were:

- City of London Academy, Highbury Grove (Islington) - 34
- Gladesmore Community School (Haringey) - 32
- City of London Academy (Islington) - 31
- Central Foundation Boys School (Islington) - 24
- The Latymer School (Enfield) - 14
- Bobby Moore Academy (Newham) - 12
- Oaklands School (Tower Hamlets) - 10

6.3. Hackney primary schools offering the highest number of out-borough pupils were:

- Mossbourne Riverside Academy - 59
- The Olive School - 21
- Sebright - 14
- Our Lady & St Joseph - 12
- Lubavitch Junior Boys - 11
- Lubvitch Ruth Lunzer - 10
- Springfield - 10

6.4. Out-borough primary schools that admitted the highest numbers of Hackney children were:

- Ambler (Islington) - 25
- Newington Green (Islington) - 11
- Hanover (Islington) - 10
- St Joan of Arc (Islington) - 7
- St Ignatius (Haringey) - 5

7. In-Year Admissions

- 7.1. Any parent can apply for a school place at any time to any school outside the normal admission round. If a school has a vacancy, a place must normally be offered. From 1 August 2021 to 20 May 2022, there have been 1470 primary applications processed, representing 1158 children, resulting in 879 offers. For the same time period there were 1093 secondary applications processed, representing 752 children, resulting in 327 offers. Some of these applications were as a result of parents reapplying to remain on the waiting lists for the current academic year. Parents are able to express up to four preferences via the in-year application process. These figures do not include pupils allocated school places via The Fair Access Protocol, Managed Moves or the admission of pupils with Education, Health and Care Plans.

8. Composite prospectus

- 8.1. Local Authorities must publish online – with hard copies available for those who do not have access to the internet – a composite prospectus each year which explains the admission process in a way that is clear and accessible to all parents. Hackney Education's composite prospectus can be viewed online at <https://education.hackney.gov.uk/primaryguide> and <https://education.hackney.gov.uk/secondaryguide>.
- 8.2. All parents of 3 and 4 year olds in Hackney early years' settings and parents of children in year 6 at Hackney primary schools receive a 12-page printed guide to making their application. The guides can be viewed using the following links [Primary Guide](#) and [Secondary Guide](#)
- 8.3. Hackney Education has not produced a printed prospectus for several years, but has continually improved the online prospectus, including a complete redesign since 2020. No requests were received for hard copies of the composite prospectus for the past two years.
- 8.4. The number of visits to the admission sections of Hackney Education's website can be broken down as follows:

Primary

Brief guide to reception admissions	1656
Eadmissions website	715
List of primary vacancies (in year)	4199
Primary composite prospectus	37902
Total	44472

Secondary

Brief guide to secondary admissions	1518
Eadmissions website	1804
List of secondary vacancies (in year)	4275
Secondary composite prospectus	42757
Total	50354

9. The Admission of Children with Education, Health and Care Plans

- 9.1. There is a separate application and admission process for children with Education, Health and Care Plans.

Primary Transfer

- 45 children were included in the initial Primary phase transfer process for September 2022 to reception with EHCPs, 4 of which have a type of setting named (awaiting placement, 3 special, 1 mainstream).
- 33 out of the 45 were allocated to their first preference (73.3%).
- 33 out of the 45 (73.3%) were allocated to a Hackney school, including special maintained (7; 15.5%).
- 4 pupils were placed out of borough (1 maintained mainstream with HI provision, 2 maintained special & 1 maintained mainstream).
- 4 out of 45 (8.8%) were placed at independent Orthodox Jewish schools, including special independent (3; 6.6%).
- There were 5 first preferences for Ickburgh with 1 child placed.
- 6 children had The Garden as 1st preference with 4 placed at The Garden. 2 children have a type of setting named (awaiting placement).
- 1 child requested a year deferral, this was not agreed.
- 32 children were under assessment as of 15/02/2022

Secondary Transfer

- 193 children were included in the initial Secondary phase transfer process for secondary school with EHCPs, 11 of which have a type of setting named (awaiting placement, 6 special, 5 mainstream).
 - 132 out of the 193 were allocated to their first preference (68.3%).
 - 159 out of the 193 (82.3%) were allocated to a Hackney school, 41 which were maintained special schools (21.2%).
 - 22 were placed out of the borough, 18 of which in their 1st preference. 10 out of 22 were special schools, 7 of which were independent special schools and 3 maintained special schools.
 - 16 out of 193 (8.2%) were placed at independent OJ schools, including special independent (4; 2%).
 - 7 pupils had Ickburgh as 1st preference, 6 pupils were allocated, 1 pupil is awaiting placement.
 - 16 children had The Garden as 1st preference, 15 pupils were allocated, 1 pupil is awaiting placement.
 - 22 children had Stormont as 1st preference, 16 were allocated (72.7%); 2 were allocated to other special schools and 4 to Hackney maintained mainstream schools.
 - 3 deferral requests were agreed (in addition to 193)
 - 7 children were under assessment as of 15/02/2022.
- 9.2. These numbers reflect the number of pupils in each cohort who had been issued with a draft EHCP prior to the 15th February statutory deadline for issuing EHCPs naming the intended setting for September 2022. There were a number of pupils under assessment on this cut off date, the parents of these pupils are

advised to apply for a school place via the general admissions process. If a draft EHCP is issued, the EHCP team carry out the consultation process. The EHCP team also receives applications on a rolling basis, therefore the number of pupils admitted with EHCPs in September will be higher than the initial number allocated to schools in February.

- 9.3. Regarding in-year admissions for children with an Education, Health and Care Plan, a request for a change of placement/in year transfer can be made at any point of the year via the Annual Review process. If a child's parent or a young person makes a request for a particular nursery, school or post-16 institution Hackney Education must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

10. Primary School Place Planning

- 10.1. Hackney Education has a duty to secure a sufficient number of places for Hackney resident pupils. Primary projections are provided by the Greater London Authority (GLA) annually and are based upon a range of data such as population, birth, migration, fertility rates, GP registrations, housing data and school rolls.
- 10.2. Between 2007 and 2014, Hackney experienced a surge in the demand for Reception places with very high rolls between 2014 and 2016. However, since 2015 until the most recent set of data received in 2022, demand for reception places in addition to the projected number of children expected to require places has fallen significantly. This is shown in Table 5 below:

Table 5. Reception roll academic years 2013/14 to 2021/22

Census date									
	Jan 2022	Jan 2021	Jan 2020	Jan 2019	Jan 2018	Jan 2017	Jan 2016	Jan 2015	Jan 2014
Reception roll	2398	2530	2599	2562	2633	2757	2805	2846	2745

- 10.3. Falling reception rolls have been reported across local authorities in London. Data from the PAN London Co-ordination shows that Hackney received 3% fewer on-time reception applications for September 2022 entry, when compared to 2021. The reasons cited for falling school rolls are thought to be a combination of changes to welfare benefits in recent years (Universal Credit), rising rents, and the as yet unquantified effects of Brexit. Data from Hackney's January 2022 reception school census (2021/22 academic year) shows 2398 reception children on roll with 3035 places available, giving rise to 637 surplus reception places (21%).

- 10.4. Low school rolls can impact on the efficient running of schools and in some cases threaten their financial stability. Over recent years, action has been taken to temporarily reduce the Planned Admission Number (PAN) in some schools by 'capping' (a temporary measure which limits the number of reception places) in some schools. This measure has also been used in conjunction with permanent PAN reductions of 120 places across 4 schools in 2019; De Beauvoir, Gainsborough, Halley House and Harrington Hill. Further permanent reductions are planned in 2022 and 2023 as shown in table 6 below. Reductions can occur for a number of reasons.

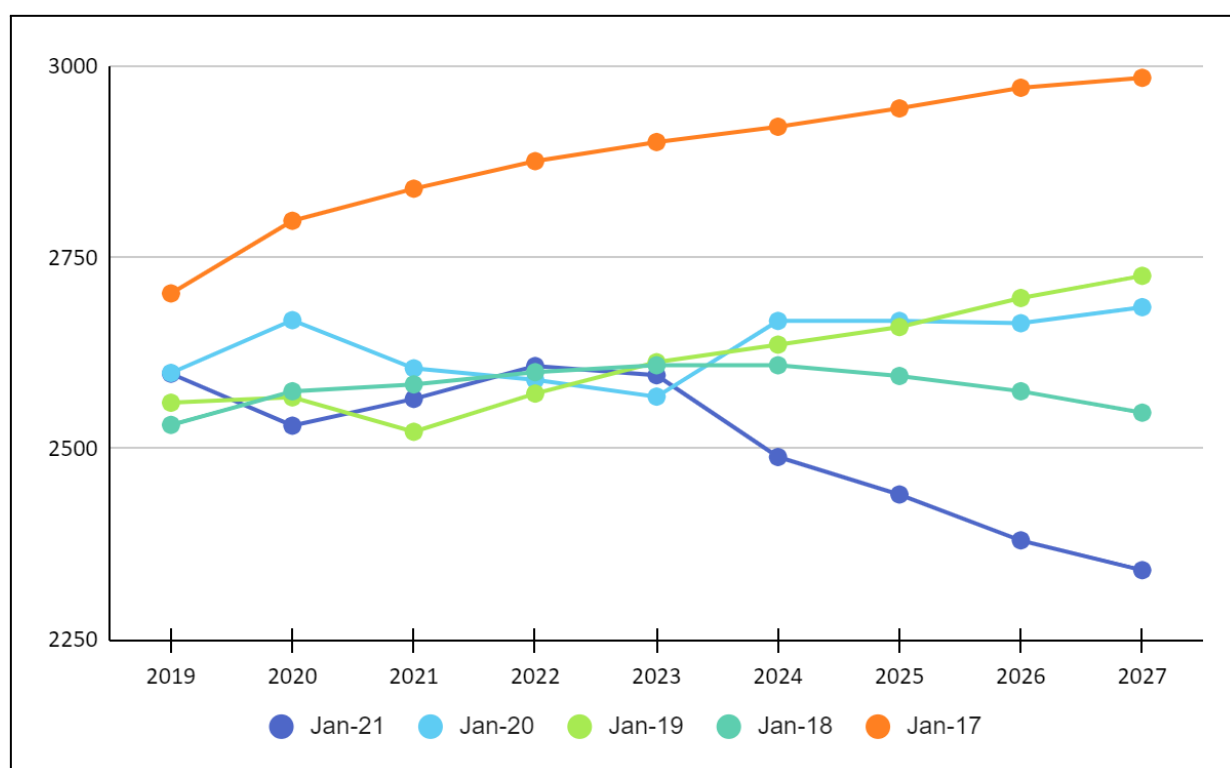
Table 6. Permanent PAN reductions in 2022/23 and 2023/24

2022/23	2023/24
Harrington Hill 30 (reducing from 60) Gayhurst 60 (reducing from 75) Mandeville 45 (reducing from 60) Randal Cremer 45 (reducing from 60) Thomas Fairchild 30 (reducing from 60) St Dominic's 30 (reducing from 60) Total reception places to be removed = 135	Gainsborough 30 (reducing from 60) Daubeney 60 (reducing from 90) Mossbourne Parkside 30 (reducing from 60) Sir Thomas Abney 30 (reducing from 60) Total reception places to be removed = 120

10.5. Primary projections based on January 2021 census data

- 10.5.1. The school roll projections compiled by the GLA (see Diagram 1 below), shows the difference between projections data showing reception demand from January 2017 census based projections to January 2021 census based projections.

Diagram 1. Comparison of GLA projections for 2019-2027 Reception place demand, based on Jan 2017 - Jan 2021 census



10.5.2. The data above shows that the latest set of projections based on the January 2021 census deviates in a strong downward trajectory from 2024 onwards, when compared to all the other data sets. At the time of writing, GLA projections based on January 2022 have not yet been received, but they are likely to show a continued downward trend in the predicted demand for reception places.

10.5.3. Further school organisation changes are being considered for the 2024/25 academic year as part of the Education Directorate's Education & Sufficiency Strategy. A governance structure for the strategy has been implemented which will see officers and members from across the Council briefed on the issues facing many schools with falling rolls and options for future planning.

11. Secondary School Place Planning

11.1. Planning secondary places is achieved by using the number of children in Year 6 as a baseline, to which various factors are then added. This includes assessing the number of children in out-borough schools, out-borough children in Hackney schools, independent school children likely to join the maintained sector at secondary transfer and a proportion of children likely to obtain a place in Hackney because their closest school is in Hackney. Secondary planning aims to provide places for 86% of the secondary transfer cohort which is broadly in line with the number of parents that express a preference for Hackney schools at secondary transfer. Table 7 below shows the most recent secondary projections using the January 2022 census.

Table 7. Secondary projections based on January 2022 census

The table below shows the projected number of children projected to require Yr 7 places in future years based on the January 2022 census. The projected number of surplus places are reflected in the shaded columns in the table below.

Cohort and academic year	Year of secondary transfer	No. of pupils on roll (Jan 22 census)	86% of cohort plus 330 pupils from out borough schools that gain places at Hackney schools	Total Yr 7 secondary school places	plus 70 (over allocated Yr7 places)	No. of projected Yr 7 surplus places	Projected Yr 7 FE surplus
Year 6 cohort 21/22	Sep-22	2,583	2502	2559	2629	128	4
Year 5	Sep 23	2,522	2443	2559	2629	186	6
Year 4	Sep 24	2,432	2359	2559	2629	270	9
Year 3	Sep 25	2,397	2305	2559	2629	324	11
Year 2	Sep 26	2,450	2366	2559	2629	263	9
Year 1	Sep 27	2,498	2375	2559	2629	254	8
Reception cohort 2021/22	Sep 28	2,398	2262	2559	2629	367	12

11.2. Table 7 above shows that surplus Yr 7 places are predicted every year for the foreseeable future. There are currently 2559 Year 7 places available across Hackney, however this number increases to 2627 with the overallocation of Y7 places by some schools which seeks to ensure they are full at the beginning of the school term.

11.3. The data shows that in the absence of Year 7 PAN reductions, the number of surplus places (if schools continue to over allocate), is as follows; 186 (equivalent to 6FE) in 2023, 270 (equivalent to 9FE in 2024, and 324 (equivalent to 11FE) in 2025, before reducing to 263 surplus Yr7 places in 2026 and 254 in 2027.

11.4. As outlined in 10.5.3 above, the Education Estates and Sufficiency Strategy sets out the priorities for education provision in Hackney over the next 10 years and aims to provide a clear review of our current sufficiency and how our educational estate can support this together with a gap analysis of provision that we will require over the next five to ten years.



Children & Young People Scrutiny Commission July 11th 2022 Item 8 - Outcome of School Exclusions - Cabinet Response	Item No 8
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Outline

The Commission completed its in-depth review of school exclusions in December 2021. The Cabinet responses to the recommendations detailed within this report were considered and agreed at its meeting on March 14th 2022.

Reports

- Cabinet Response Report
- Detailed Responses to Commission's Recommendations

Action

Members are requested to:

- Note and the Cabinet response;
- Agree monitoring arrangements for implementation.

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TITLE OF REPORT - Response to the Children and Young Scrutiny Commission's Exclusions Review Key Decision No - CE S068	
CABINET MEETING DATE (2021/22) 14 March 2022	CLASSIFICATION: Open
WARD(S) AFFECTED All Wards	
CABINET MEMBER Councillor Anntoinette Bramble, Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care	
KEY DECISION No	
GROUP DIRECTOR Jacquie Burke, Group Director of Children and Education	

1. CABINET MEMBER'S INTRODUCTION

- 1.1. This report sets out Hackney Education's response to the Children and Young People Scrutiny Commission's Exclusions Review, which was started in 2018, and published December 2021, after it was found that exclusions from secondary schools in Hackney remained high. This followed the Commission's previous review on this issue in 2016. I have often talked about the good work of our family of schools and also commented that our exclusion rates are too high. I welcome the review as addressing the high exclusion rate and this is something I continue to want to see change in the borough, and it remains a priority. I want to acknowledge the work of our Primary Schools who have maintained no exclusions for a number of years. Particular focus is required on addressing the disproportionately high numbers of exclusions among particular groups of pupils, such as black pupils and those pupils with SEND. We have a strong record of good and outstanding schools in the borough and aim to also be recognised for our work on reducing exclusions.
- 1.2. Through a range of work overseen by the Hackney Education Reducing Exclusions Board, officers have been working in partnership with schools over the past three years to reduce exclusions in the borough. This report outlines some of the work already happening in this area, and additional work that will be instigated in response to the Children and Young People Scrutiny Commission's Exclusions Review.
- 1.3. In order for Hackney to make schools a place for everyone, and to be inclusive for all pupils, the numbers of pupils being excluded from secondary schools in Hackney need to decrease. There is a range of work underway, both working with schools and working with individual young people: both levels of work involve a range of partners. Work to involve and support Alternative Providers is underway and being further developed. Hackney Education's work in this area is making progress, and with the proposed actions detailed in the response to the Exclusions Review, it is hoped that these aims can be achieved.
- 1.4. I commend this report to Cabinet.

2. GROUP DIRECTOR'S INTRODUCTION

- 2.1. This report is being presented to Cabinet so that officers can take forward the proposed actions and responses to the Children and Young People Scrutiny Commission's Exclusions Review, to further reduce exclusions in Hackney schools.
- 2.2. While exclusions in primary schools are very low, exclusions in secondary schools have often been above the national and inner London averages. Exclusions have decreased in the last two academic years; it is likely that this is partly due to the Covid-19 pandemic and the resulting school closures and

remote learning. Therefore, further work is needed to reduce exclusions in secondary schools.

- 2.3. As the review noted, work on reducing exclusions in Hackney has already begun, and the review itself began in 2018. However, it also highlighted the poorer outcomes experienced by excluded pupils, which is reflected in national and local data, as well as the impact exclusion can have on pupil wellbeing. We recognise exclusions as serious incidents that can have critical outcomes for children's safety and wellbeing. Hackney Education has therefore proposed the responses set out in Appendix 1, in order to build upon the work already underway.
- 2.4. While there is a particular recommendation about tackling inequality and disproportionality, our approach to inclusion, antiracism and promoting equality will permeate all our responses and work.

3. RECOMMENDATION(S)

- 3.1. That Cabinet agrees to Hackney Education's response, found in [Appendix 1](#), to the Children and Young People Scrutiny Commission Review on Exclusions. Officers have responded to all the recommendations, indicating how the council is able to move these forward.

4. REASONS FOR DECISION

- 4.1. Hackney Council is required to produce a response to the Children and Young People Scrutiny Commission Review on Exclusions. The response draws on work underway and is in line with principles, values and priorities held by Hackney Council.

5. DETAILS OF ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

Hackney Education, with partners in Children's Services, had a number of activities underway to understand and reduce exclusions. The broad outline of recommendations in the Scrutiny Commission's review were discussed with officers.

6. BACKGROUND

- 6.1. The Children and Young People Scrutiny Commission Review on Exclusions
 - 6.1.1. The Children and Young People Scrutiny Commission Review on Exclusions was instigated in 2018, following its previous review in 2016. The review was carried out as rates of exclusions in Hackney's secondary schools have remained high. The full review report can be found in Appendix 2.

- 6.1.2. The review highlights local and national data, which show that between 2010/2011 and 2018/2019, rates of both permanent and fixed term exclusions in secondary schools in Hackney remained consistently above both national and regional averages. It also shows that, between 2015/2016 - 2018/2019, the rates at which children of black Caribbean heritage were permanently excluded from secondary schools in Hackney were increasing while national and regional rates were declining.
- 6.1.3. As part of the review, the Children and Young People Scrutiny Commission reviewed national data and trends, academic research and legislative and policy frameworks relating to school exclusion. It also held focus groups with children and families affected by school exclusions and met with senior officers from Hackney Education and the Council's Skills and Employment Team. Visits were also made to the borough's Pupil Referral Unit (New Regent's College) and alternative provision providers both within and outside of the borough, as well as special schools in the borough. Other local authorities and specialist contributors were also consulted.
- 6.1.4. The review found that the significantly poorer outcomes experienced by excluded pupils as outlined in national data and research are reflected in local data.
- 6.1.5. The review also found that post-exclusion education provision (both Pupil Referral Units and Alternative Provision) within the borough varies significantly depending on the setting, in terms of staffing, contact time and provision.
- 6.1.6. The review noted the efforts that Hackney Education, working with school leaders, had already put in place to address a number of the issues identified in the report.
- 6.1.7. The review made 18 recommendations. These can be found, with their responses, in Appendix 1.

6.2. Policy Context

- 6.2.1. Legislation and regulations relating to behaviour in schools, exclusions and alternative provision place various duties upon schools and local authorities.
- 6.2.2. The Department for Education issues guidance that provides further details upon how those duties should be implemented.

This includes but is not limited to:

- [Behaviour and discipline in schools - advice for headteacher and school staff](#)
- [Behaviour and discipline in schools - guidance for governing bodies](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)

- [Mental health and behaviour in schools](#)
- [Alternative Provision](#)

- 6.2.3. The most recent national review of exclusions was The Timpson Review of School Exclusion. Commissioned by the Department for Education and published in 2019 the review has informed both the scrutiny report and has informed work underway by Hackney Education, including the proposed further emphasis on early help and the improved offer via the Reengagement Unit, as well as the forming of the Reducing Exclusions Board, which brings together Headteachers and key officers in Hackney Education.
- 6.2.4. The Department for Education has recently launched a [consultation](#) on revisions to their Behaviour Guidance and Exclusions Guidance.
- 6.2.5. Since 2016/17 the rate of permanent exclusion from secondary schools has been significantly above comparable rates for England as a whole and Inner London local authorities. In 2018/19 the rate was 0.3%, which was almost twice the rate for Inner London, which was 0.16%. Hackney's rate was the second highest in Inner London and was the highest of our statistical neighbour local authorities.
- 6.2.6. The rate of exclusion, particularly from secondary schools, is, was and remains a cause for concern for Hackney Education and as such reducing rates of exclusions has been a strategic priority for the local authority.
- 6.2.7. This work has been led by the Director of Education, who has chaired a Reducing Exclusions Executive group. This group has implemented a range of initiatives to improve whole school inclusive practice and offer alternatives for pupils who are at risk of permanent exclusion.
- 6.2.8. The group is overseen by a Reducing Exclusions Board, which consists of representatives from primary and secondary school headteachers and governors.
- 6.2.9. 2019/20 and 2020/21 saw reductions in the rates of permanent exclusion in Hackney, though these years were impacted by Covid-19 so it is not possible to state with confidence at this stage that this reduction was down to Covid-19 or the measures introduced to support inclusion in schools.
- 6.2.10. Reducing exclusions remains a priority for Hackney Education and the work is on-going.

6.3. Equality Impact Assessment

- 6.3.1. The proposals reflect Hackney Education's commitment to inclusivity and reducing gaps in exclusions between different groups of pupils. In deciding on the proposals, the service has worked with officers who lead on the Council's Young Black Men programme and the Diverse Curriculum, to ensure the

proposals and policies do not discriminate and that they seek to reduce racism in and outside of schools.

6.4. Sustainability

Not applicable.

6.5. Consultations

Not applicable.

6.6. Risk Assessment

- 6.6.1. There is an ongoing risk of harm to young people if exclusions remain high; although we recognise that exclusions are a lawful approach used by schools. We endorse proportionate use of exclusion as a last resort.
- 6.6.2. Therefore work must move forward to promote inclusion and reduce exclusions: providing early help and positive options as alternatives to exclusion.
- 6.6.3. The scrutiny report is a significant review of the situation and the Council has a duty to respond to the recommendations.

7. COMMENTS OF THE GROUP DIRECTOR OF FINANCE AND CORPORATE RESOURCES

- 7.1. This report seeks Cabinet approval of Hackney Education's response to the Children and Young People Scrutiny Commission Review on exclusions. This outlines what happens when a child is at risk of permanent exclusion or has been excluded, scrutinises the outcomes of excluded pupils, and identifies those policies and practices which best help to ensure excluded children and those at risk of permanent exclusion have the same opportunities as their peers in mainstream education.
- 7.2. The recommendations from the review and the corresponding responses from Hackney Education can be found in Appendix 1. Any financial implications that arise from the recommendations and corresponding responses requiring further changes to policies and practices will need to be implemented via the governance process with detailed business cases developed including financial implications.

8. COMMENTS OF THE DIRECTOR, LEGAL & GOVERNANCE SERVICES

- 8.1. Section 51A of the Education Act 2002 (EA 2002) enables head teachers of maintained schools, principals of Academies and teachers in charge of pupil referral units (PRU) to exclude pupils from school for a fixed period or permanently.

- 8.2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (2012 Regulations) are made under section 51A of the EA 2002 and apply to all maintained and academy schools, alternative provision academies and maintained pupil referral units. These limit the head teacher's power to exclude pupils under section 51A of the EA 2002 and provide detailed procedures for head teachers to follow when excluding pupils. These were amended during the pandemic to extend certain timeframes and allow for remote hearings.
- 8.3. The DfE publication "Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance for those with legal responsibilities in relation to exclusion September 2017" applies to all schools and alternative provision, as above, and is statutory guidance. This means that head teachers, principals, governing bodies, local authorities, Academy Trusts, independent review panel members and clerks must have regard to it when carrying out their functions. The guidance should be followed unless there is good reason not to do so in a particular case.
- 8.4. The local authority has certain duties when a pupil is excluded, including a duty to arrange alternative education for that pupil (s19 of the Education Act 1996).
- 8.5. The Equality Act 2010 (EqA 2010) imposes at s149 the public sector equality duty (PSED), which requires public authorities to have "due regard" to:
- The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the EqA 2010.
 - The need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. This involves having due regard to the needs to:
 - remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and
 - encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
 - The need to foster good relations between persons who share a relevant protected characteristic and those who do not share it. This includes having due regard to the need to tackle prejudice and to promote understanding.
 - Compliance with the PSED (public sector equality duty) may involve treating some people more favourably than others, but this does not mean that conduct that would otherwise be prohibited by or under the EqA 2010 is permitted.

APPENDICES

Appendix 1 - Hackney Education response to the Children and Young People Scrutiny Commission's Exclusions Review's recommendations.

Appendix 2 - Children and Young People Scrutiny Commission's Exclusions Review Report

BACKGROUND PAPERS

None.

Report Author	John Davies - Tel : 0208 356 3348 Policy and Governance Officer john.davies@hackney.gov.uk
Comments of the Group Director for Finance and Corporate Resources	Naeem Ahmed Acting Director of Finance (Children, Education, Adults, Health & Integration) naeem.ahmed@hackney.gov.uk
Comments of the Director for Legal and Governance Services	Lucinda Bell - Tel : 0208 356 4527 Education Lawyer lucinda.bell@hackney.gov.uk

Recommendation	Response
<p><u>Recommendation 1</u></p> <p>That school exclusion data is published and reviewed annually by the Children & Young People Scrutiny Commission. This annual review will require Hackney Education Service to publish demographic data (age, gender, ethnicity) on:</p> <ul style="list-style-type: none"> a) the number of permanent and fixed term school exclusions; b) the number of 'managed moves' to other schools; c) the number of children moving to (and totals within) Elective Home Education; and d) the number of children receiving education through Alternative Provision e) Other unexplained pupil exits from school. <p>Hackney Education Service should continue to monitor and review the level of all exclusions and 'unexplained' pupil exits, and to provide challenge to school leaders where this exceeds locally agreed thresholds</p>	<p>Hackney Education agrees with this recommendation in full: the significant part of this recommendation is already standard practice for the service.</p> <p>Hackney Education holds data on the number of exclusions, managed moves, children being electively home educated and attending alternative provision.</p> <p>Roll movement is monitored annually and where the level of roll movement in a school is a concern, the School Improvement team investigates that with the school.</p> <p>Hackney Education provided a report to the Commission on this topic in May 2021.</p> <p>A report covering the range of data set out here will now be produced for the Commission annually. The optimum time for such a report would be in the Autumn term of each academic year. Data will be produced and provided externally in alignment with reporting timelines set by the Department for Education (DfE).</p> <p>Additionally, school-level exclusion reports are provided to schools annually, along with the Risk of NEETs (Not in Education, Employment or Training) report that includes exclusion data alongside a range of other contextual information, and which goes to secondary schools annually. Risks of NEETs reports are also shared across the Children & Families teams, including the Virtual School.</p> <p>Hackney Education is looking to secure agreement from all schools to share data electronically with the local authority (LA).</p>

Recommendation	Response
<p><u>Recommendation 2</u></p> <p>1) It is recommended that the Council reaffirms commitment to the principles, purpose and value of the 'inclusive school' in which schools are actively supported to help maintain children's placements in mainstream education particularly in relation to:</p> <ul style="list-style-type: none"> a) The maintenance of a broad and balanced curriculum which keeps children and young people engaged and motivated with learning and school life and culture, and which recognises the needs of those children with SEND and or other learning challenges. b) The maintenance of a positive and inclusive Behaviour Management Policy which is reflective, and which aims to identify and address young people's unmet needs (as detailed in Rec 3) c) A broad programme of behavioural, emotional and wellbeing support is provided as a wraparound service provided in tandem with other statutory (CAMHS, SEND) and other providers (e.g. Young Hackney, WAMHS and other early help services). d) A local education system which rightly celebrates inclusion alongside educational achievement and progress; e) Ensure that inclusion is reflected in the training and support provided to Governors. <p>2) It is recommended that a conference for schools, colleges and alternative provision to support policies and practices which promote inclusivity.</p>	<p>Hackney Education agrees with this recommendation in full: this inclusive approach is already policy and practice for the service and the recommendation outlines a development of this.</p> <p>Hackney Education and the lead members for Education will review and recommit to their statement encompassing the aim for schools in Hackney to be inclusive, including the role of the broad and balanced curriculum, recognising the needs of children with SEND (Special Educational Needs and Disabilities) and/or other learning challenges.</p> <p>Hackney Education will revisit the Hackney guidance (produced November 2019) on behaviour policies, including these underlying principles, and how these will be executed within primary and secondary settings. This will be reviewed in partnership with schools and disseminated to settings. This guidance will affirm the importance of identifying and addressing unmet needs of children and young people.</p> <p>Hackney Education will further develop a recognition system for schools, showing excellent practice in inclusion. This will generate a list of schools with best practice in key areas of inclusion, relationships, behaviour management and the principles of inclusive practice.</p> <p>SIPs (School Improvement Partners) and other partners, through their regular visits, will support schools to implement/quality assure a differentiated, challenging, relevant and stimulating curriculum for all groups of pupils.</p> <p>The Children and Education team, working with New Regent's College and WAMHS (Wellbeing and Mental Health in Schools project), will develop a cohesive early help approach which complements the early help and supportive work provided by schools.</p> <p>The Re-engagement Unit offers SEMH</p>

	<p>(Social Emotional and Mental Health) support, promoting, modelling and embedding inclusive practice in commissioning primary schools. It has an embedded CAMHS (Child and Adolescent Mental Health Services) clinician in its operational model, allowing for direct CAMHS work with children, families and schools, as well as clinical oversight within the team as a whole and strong integration between the services. The plan to expand this service to offer further support across all school phases is under consideration currently, with a view to this being delivered in September 2022.</p> <p>The WAMHS programme will continue its work with partner schools in helping them become settings that support young people's mental health and wellbeing through their ethos, leadership and inclusive approaches to behaviour. CAMHS clinicians in schools will build capacity in early identification and early help among school staff. Provision of WAMHS support for those schools without CAMHS workers will be developed.</p> <p>Hackney Education will continue to support schools to implement best practice in transition from primary to secondary school. A primary/secondary transition policy is due to be published Spring 2022.</p> <p>Training for school staff and aspiring school staff on inclusion and supporting pupils with SEND will be provided, and knowledge and experience of these issues will be included as recommended areas of expertise in the recruitment advice we provide to schools.</p> <p>Inclusion is a key theme in governor training: this will continue with a particular emphasis on reaching governors and trustees of all Hackney schools.</p> <p>With regards to the second part of this recommendation, a conference will be held in Spring 2023 to promote inclusivity.</p>
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<p><u>Recommendation 3</u></p> <p>To help identify and extend best practice in positive behaviour management it is recommended that:</p> <p>a) Hackney Education Service establishes a conference for schools, colleges and alternative provision which can explore the principles and best practice applications of positive behaviour management strategies and the benefits this confers for an inclusive school.</p> <p>b) That Hackney Education Service works with local schools in auditing local school policies in particular school behaviour policies to ensure that these are inclusive, comply with equalities duties, do not disproportionately impact on certain groups and make necessary adjustments for young people with SEND</p>	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>Hackney Education and partners will affirm the key principles underpinning an inclusive school/ behaviour policy e.g. restorative, trauma informed, solution focused. These principles are to be promoted by all services and included in relevant support, guidance and training.</p> <p>The Behaviour and Wellbeing Partnership of secondary schools will continue to develop and share best practice in understanding young people's behaviour and supporting their wellbeing.</p> <p>In their programme of visits, school improvement partners will look at behaviour policies and highlight where rates of exclusion are well above local and national figures, and where disproportionality is entrenched. They will encourage school leaders, governors and trustees to regularly examine whether approaches are really working to ensure that more students are included.</p> <p>Best practice from Hackney schools on helping pupils affected by the lack of socialisation during Covid-19 and tackling the impacts on their social, emotional and mental wellbeing will be shared.</p> <p>WAMHS forums and universal training will continue to be offered to all schools to share best practice in understanding young people's behaviour.</p> <p>With regard to recommendation 3b, opportunities will be identified for Hackney and other partners to review behaviour policies in primary and secondary schools.</p> <p>The SENCO (Special Educational Needs and Disabilities Coordinator) forum will include training sessions regarding the inclusion of SEND pupils in the school approach to managing behaviour.</p> <p>The 'Exclusion Review' process will be offered to additional secondary schools to help them understand best practice in their</p>
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Appendix 1

	<p>individual context to reduce exclusions.</p> <p>Guidance for behaviour policies will include links to teaching and learning and personal development.</p> <p>A conference will be held in Spring 2023 to promote inclusivity.</p>
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Recommendation	Response
<p><u>Recommendation 4</u></p> <p>a) It is recommended that Hackney Education Service continue to:</p> <ul style="list-style-type: none"> - Ensure that Schools leaders and Governing Bodies continue to be aware of their equalities duties and that necessary adjustments are put in place for young people with SEND; - Should review the support available to local SENCO's and ensure that there is supporting infrastructure linking them to local SEND and CAMHS services; - Ensure that there are appropriate systems for reviewing and keeping EHCPs up to date <p>b) It is recommended that additional advice, information and guidance is provided for parents of children with SEND who are seeking alternative or specialist provision for their child.</p>	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>a) - Inclusion and equalities are discussed regularly at the governors forum and governors are informed of their responsibility and ways to support and challenge schools in this work. Hackney Education already offers training which focuses on the Hackney Young Black Men Initiative – understanding Cultural Competency, Racial Identity and Unconscious Bias. We will now also offer specific training on Equality Duties, and ensure we make Equality Duties a feature in all training sessions.</p> <p>- SENCO Forums are run regularly and include advice and guidance around inclusion. The new SEND operating model will allow for further targeted support on a locality basis which will further signpost, advise and guide SENCOs.</p> <p>- The new operating model will allow for greater transparency, oversight and guidance around reviewing and keeping EHCPs (Educational Health and Care Plans) up to date.</p> <p>- Additional capacity is being created in the SEND Service to support EHC planning.</p> <p>- Joint work across the Children and Education Directorate to form children and family hubs, alongside</p>

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	<p>a central early help hub, will ensure greater linking between referrals for behaviour which could be an indicator of any one or a combination of mental health issues, learning difficulties or emotional distress.</p> <p>b) - Work is going on to strengthen the SENDIAGS (Hackney SEND Information, Advice & Guidance Service) offer to parents/carers.</p>
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Recommendation	Response
<p><u>Recommendation 5</u></p> <p>It is recommended that Hackney Education Service should support the development of a third party intervention in secondary schools similar to the Re-Engagement Unit which is already established to support primary settings. This intervention could be piloted with a number of participating secondary schools:</p> <ul style="list-style-type: none"> a) To assess the efficacy of this approach in providing coordinated early intervention support to children at risk of exclusion to reduce the risk and incidence of school exclusion; b) To link with Young Hackney and other early help support; c) To assess how such service can be financially viable as either directly commissioned service (via the high needs budget) or as a traded service to schools. 	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>The secondary arm of the REU (Re-engagement Unit) support has been in various stages of its pilot since September 2019. There is a universal (although limited) offer in 21/22 and a proposal for significant expansion has been agreed, which will bring the level of support available in line with our primary offer.</p> <p>Efficacy is assessed via our quality assurance cycle, and this informs our service development and ongoing learning.</p> <p>Established links with Young Hackney, WAMHS and other early help support are being strengthened within the secondary landscape through joint working, shared support plans and regular multi agency TACs (Teams Around the Child): this is also part of the REU approach.</p> <p>Hackney Education has affirmed funding of the extension of the REU by repurposing some of the High Needs Budget.</p>

Recommendation	Response
<p><u>Recommendation 6</u> It is recommended that the Education Service and wider Council places a trauma-based approach at the centre of its approach to tackling school exclusions. As part of this approach, it is suggested that:</p> <ul style="list-style-type: none"> a) School leaders, teaching staff and Governors are provided with training to further understand adverse childhood experiences and vulnerability to develop and support trauma informed practice. b) School leaders (including those within alternative provision) should be encouraged to share learning in supporting vulnerable young people to help develop and extend good practice in a trauma informed approach. 	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>With regards to recommendation 6a, a one day conference was provided for 200 schools and settings' staff on Trauma Informed practice in February 2019.</p> <p>40 members of Hackney Education staff have been trained in Trauma Informed practice. Training is offered to schools free of charge and in a format that suits them. A total of 27 sessions have taken place so far. This work is ongoing and schools continue to be encouraged to take up this offer.</p> <p>All schools were offered whole school training provided by Kate Cairns Associates, and 6 schools have taken up this offer.</p> <p>A one hour webinar was commissioned and provided to all schools in relation to Trauma and the pandemic in the summer of 2020 and supported discussions were provided on request.</p> <p>The Childhood Adversity, Trauma and Resilience Programme (CHATR) works in the City of London and Hackney to reduce the risk and impact of childhood adversity and trauma, and give children the best possible opportunity for a healthy future. Training for professionals has been developed and a portal of resources is available to all. Training for perinatal staff has been delivered and this work led to the piloting of trauma-informed approaches to Child Protection Conferences to enable professionals to understand how parents' past trauma might impact their current behaviour, and how best to support them to break the cycle of trauma by supporting their children to build resilience.</p> <p>The 76 schools in the borough are part of the WAMHS programme and have access to clinicians and training around attachment-aware practice.</p> <p>Governors are offered training on Wellbeing</p>

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	<p>and how governors ensure the development of emotional, mental health and wellbeing of children. We recognise the need to bring a greater focus to governors' understanding of adverse childhood experiences and vulnerability.</p> <p>Guidance was sent out in Autumn 2019 to all schools to support them to review their behaviour policies with an Attachment and Trauma lense.</p> <p>Going forward, Hackney Education will re-run Attachment and Trauma training; we will focus SIPs, advisers and consultants onto monitoring how settings and schools are using this provision.</p> <p>Schools with continuing high levels of Fixed Term Exclusions will be asked to participate in training.</p> <p>With regards to recommendation 6b, best practice in attachment and trauma will be shared via networks and symposia.</p>
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Recommendation	Response
<p><u>Recommendation 7</u></p> <p>It is recommended that Hackney Education Service, with City & Hackney Safeguarding partners, ensure that there are robust systems in place to coordinate effective support and risk mitigation for all pupils at the point of permanent exclusion and/ or at the point of repeat fixed term exclusion. This should include:</p> <ul style="list-style-type: none"> a) That specific guidance and information for local schools is developed to help them assess safeguarding risks within school exclusion decisions; b) That schools are encouraged to undertake an independent multidisciplinary safeguarding assessment prior to any final decision to permanently exclude a child; c) That training is developed and implemented for school governors and other school leaders about the safeguarding risks and implications of permanent exclusion from school; 	<p>Hackney Education agrees with this recommendation: this approach is being developed and shaped.</p> <p>Hackney Education will produce local supplementary guidance for schools, utilising the tools and processes developed through Hackney's Contextual Safeguarding programme, to assist them in assessing extra familial safeguarding risks in relation to exclusion from school.</p> <p>Alongside this a protocol will be developed that will</p> <ul style="list-style-type: none"> 1. encourage schools to draw upon wider professional expertise prior to making a decision to exclude a pupil permanently; and 2. Improve information sharing and understanding of risk around permanently excluded pupils. <p>The purpose of this protocol will be to support head teachers in their decision</p>

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<p>d) That City & Hackney Safeguarding Children Partnership (or appropriate subgroup) is notified of any permanent school exclusion 'in real time' to enable a full safeguarding assessment of the child/young person, and the ability of parents to effectively safeguard that young person at home;</p> <p>e) That systems are developed to support effective and timely sharing of safeguarding and other welfare information for excluded children moving from school to alternative provision;</p> <p>f) That all alternative provision at which young people are in attendance (both internal and external to the borough) is routinely included in safeguarding information distributed by Hackney Education Service, CHSCP, Gangs Unit or other relevant bodies;</p> <p>g) At point of exclusion Children and Families Service are notified for Children in Need or other Family Support.</p>	<p>making. It will allow them to consider alternatives and ensure that all safeguarding factors are taken into account prior to it being made. Should a child go on to be permanently excluded, the improved systems for sharing information will assist any new education setting in managing risk. This will form part of the work of the new expanded REU offer and the work of Young Hackney in reducing exclusions.</p> <p>A programme of events will be developed for leaders and governors to support the guidance and protocol, which will be rolled out alongside these.</p> <p>As part of the protocol, CHSCP (City of London & Hackney Safeguarding Children Partnership) and MASH (Families Services Multi Agency Safeguarding Hub) will automatically be notified of all permanent exclusions. Upon receipt of a permanent exclusion notification, EHH (Early Help Hub) will gather information from partners in order to assess the risk. They will consider whether the significant harm threshold has been met and whether a Children & Families Assessment is triggered as a consequence of the permanent exclusion. If the pupil already has a social worker, details of the permanent exclusion will be shared with the social worker so they can review the child's plan.</p> <p>Hackney Education will work with the CHSCP, Police and IGU (Integrated Gangs Unit) to ensure alternative provision settings are included in any safeguarding information that is disseminated.</p>
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Recommendation	Response
<p><u>Recommendation 8</u></p> <p>It is recommended that Hackney Education Service, Children and Families Service and Young Hackney and other welfare support services should improve information sharing and coordination to help identify and support children at risk of exclusion and to create and deliver effective preventative</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>The expanded universal REU will have a remit to work across all primary and secondary schools, thus providing equitable access to early help support services for those vulnerable to exclusion.</p>

<p>interventions. Partners should work collaboratively to identify those risk factors which place local young people at risk of exclusion and target preventative services accordingly.</p>	<p>The REU will look to work collaboratively with Young Hackney and other elements of Hackney's early help provision to ensure young people and their parents/carers can access support. Referrals for support from the REU will be made via the Early Help hub, thus allowing needs to be considered in the whole.</p> <p>The Early Help Review will enact changes to existing early help practice. This will include the implementation of one form and pathway that can be used by a professional working with a family to request support from the Council, with all requests going to the Early Help hub established within the MASH.</p> <p>Requests for early help services will be screened by this hub and a decision will be made on the right level of support (according to the Hackney Wellbeing Framework) and the right service to help a child and family. This process will often include early help workers talking to referrers and families about the request.</p> <p>The single online form will be used to request support from:</p> <ul style="list-style-type: none"> • Safeguarding Services • SEND Services, with reference to the Graduated Response for SEND • Targeted Youth Support • Family Support for younger children • Family Support for older children • Education early help services <p>Additionally, a telephone 'Consultation line' has been established for professionals or members of the public who are worried about a child, or are unsure about what support a child and family needs, or whether you should make a request for support.</p> <p>As part of this, a response to pupils at risk of PEX (permanent exclusion) protocol will be developed to ensure information is shared and actions coordinated for those at risk of permanent exclusion.</p>
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Recommendation	Response
<p><u>Recommendation 9</u></p> <p>1) Hackney Education Service should ensure that:</p> <ul style="list-style-type: none"> i) There is adequate infrastructure in place to enable educational settings to meet, collaborate and share good practice to support young people across the local education system. ii) In particular, HES should consider how best alternative provision can engage and be involved in local systems to ensure that their expertise and learning is shared more widely. iii) There is effective communication across local education systems to ensure that the transfer of pupil information in supporting excluded children moving to AP. iv) The engagement and involvement of alternative provision is supported locally, given their relative size and operational capacity. <p>2) It is also recommended that Hackney Schools Group Board should actively engage and involve alternative provision to further bring these settings into the wider family of schools.</p> <p>3) Hackney Education Service should consider how it can improve links between individual alternative providers and other local schools and share best practice from both schools and AP in supporting children at risk of exclusion.</p>	<p>Hackney Education agrees with this recommendation in full: this approach is being developed.</p> <p>Hackney Education runs regular half-termly forums for secondary school leaders on behaviour. This is chaired by a Headteacher and provides a means of exchanging best practice, collaborating and shaping approaches across the system to reduce exclusions.</p> <p>A pupil panel, chaired by the Lead for Wellbeing and Safeguarding, meets regularly to coordinate and disseminate information regarding excluded pupils.</p> <p>Hackney Education has clarified its vision for the NRC (New Regent's College) and the role and functions, under newly appointed leadership, it is expected to undertake. There will be a refreshed SLA (Service Level Agreement) between NRC and Hackney Education.</p> <p>With regard to part 2, Hackney Education will extend the role of a school improvement officer from the secondary team, to provide systems leadership for quality assurance and communication.</p> <p>A key function of this post will be to run a termly network meeting for Alternative Provisions. This will be developed with NRC under the existing quality assurance framework. This will ensure that their expertise and learning is shared with mainstream settings and with secondary headteachers, enabling this to be seen as integral to local provision.</p> <p>The adjustment in roles will require funding. We estimate this to equate to a resource equivalent of one day/week.</p> <p>The 14-19 team maintains a directory showing local providers of alternative pathways for 14-19 year olds. This is updated annually and will be extended to include Alternative Provisions outside of</p>

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	<p>Hackney. The directory will be a key tool for the above post.</p> <p>We will propose a revised process for quality assuring alternative provisions that includes settings commissioned independently of NRC. The renewed system will be designed to facilitate identification of strong provision and the transfer of information in supporting children moving from mainstream education. This process will be jointly implemented by school performance and improvement, wellbeing and attendance, SEND and NRC.</p> <p>The 14-19 team maintains a directory showing local providers of alternative pathways for 14-19 year olds. This is updated annually.</p> <p>With regard to part 3, a new annual schedule of meetings/sessions for AP (Alternative Provision) leaders will be set up and led by a Hackney Education officer with NRC. This will require resource equivalent to a day a week.</p>
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Recommendation	Response
<p><u>Recommendation 10</u></p> <p>1) It is recommended that Hackney Education Service review local commissioning strategy of AP to ensure that there is sufficient provision (capacity, quality, and diversity) to meet the needs of young people not in mainstream education. This role should be developed alongside:</p> <ul style="list-style-type: none"> - The local SEND team who share similar strategic objectives to develop local service options for AP; - Other local authorities who share commissioning need for AP in the sub-region. <p>2) To help maintain the stability and sustainability of the local AP sector, it is recommended that Hackney Education Service should explore how additional</p>	<p>Hackney Education agrees with this recommendation in general although the second part needs exploring further in terms of responsibilities.</p> <p>With regard to part 1, the commissioning strategy has been reviewed by Hackney Education and will be reviewed annually, in liaison with NRC and neighbouring boroughs.</p> <p>The directory of AP is regularly monitored/reviewed to ensure capacity and assess match to need.</p> <p>We will develop a clear process to receive input from, and reporting to, Secondary Schools on AP and the providers' capacity, quality and diversity.</p> <p>Any changes to commissioned providers will be reflected in the Alternative Pathways Directory.</p>

business support can be made available to local alternative providers to assist with business modelling and financial planning. HES might consider options for utilising the skills and experience of the Business Support Function (used to support Early Years sector) as either a direct or traded service.	With regard to part 2, Hackney Education is not able to provide business support directly to small, independent AP settings. However, the local community has access to the Council's Business Portal/Hackney Business Network.
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Recommendation	Response
<p><u>Recommendation 11</u></p> <p>i) It is recommended that Hackney Education Service reviews the Service Level Agreement with New Regents College to ensure that the following standards underpin the sub-Commissioning of Alternative Provision, in which young people are:</p> <ul style="list-style-type: none"> - Provided with education, training and learning support in a therapeutic environment which seeks to recognise and address learning needs and maximize their opportunities; - Have access to a varied and accessible curriculum; - Have access to qualified teachers in all settings and explicitly for the teaching of Maths and English; - Supported in educational settings which are of a high standard, safe and have access to learning resources comparable to young people in mainstream settings; - Given equal access to other educational and statutory health and welfare support services to young people in mainstream settings. <p>ii) It is also recommended that HES should consider whether School Improvement Partners can also work with AP settings to provide quality assurance, including independent challenge, and to agree and support the development of improvement priorities for individual settings.</p>	<p>Hackney Education agrees with this recommendation in full: this approach is being developed.</p> <p>Young people may be placed at APs via NRC or directly from schools.</p> <p>The role indicated above in Recommendation 9 will be a key leader, who alongside the Head of High Needs and School Places, will set standards for APs used by NRC and Hackney schools.</p> <p>Both the Hackney Education officer and the Head of NRC will work with APs. A protocol for this work will be developed by December 2022.</p>

Recommendation	Response
<p><u>Recommendation 12</u></p> <p>a) It is recommended that HES review and assess the longer-term destination and outcomes of those young people leaving alternative provision and consider whether additional transitional support is necessary to help AP students adjust to new learning environments.</p>	<p>Hackney Education agrees with this recommendation: this approach is already well underway.</p> <p>Hackney Education holds data on pupils attending New Regent's College and their commissioned providers, if they are on roll there or dual registered.</p> <p>Hackney Education produces an annual Risk of NEET indicator (RONI) for all Hackney pupils on roll in Hackney mainstream schools in KS3, 4 and 5. This includes published data (e.g school moves) on individual pupils. This could help identify additional factors affecting our defined cohort. This is currently shared with schools (their institution only) and Council officers (all schools). Bespoke versions are created on request e.g. Virtual School.</p> <p>Hackney Education hosts the Alternative Pathways Directory on its website. This is updated annually but the content and format is due to be reviewed as part of Hackney Education changes around AP.</p> <p>All students at NRC are supported via Prospects to find suitable post 16 places. We will review the success of this work to ensure it meets the needs of these pupils.</p> <p>The September Guarantee process is a statutory annual data collection of the Post 16 destinations of Year 11 students. This is carried out in Hackney by Prospects on behalf of the Council. This dataset could be used to identify destinations of previous cohorts to assess trends, and to identify former AP students aged 16-18. Any students aged 16-18 who are identified as Not in Education, Employment or Training (NEET) are tracked and supported by Prospects into EET destinations in partnership with Young Hackney and youth support partners.</p>

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	<p>However, as we only have a duty to track 16-17 year olds (25 for those with SEND) under the September Guarantee, we do not have access to any reliable destination data for any young people older than this.</p> <p>Data could, in theory, be shared with local institutions taking AP leavers, to allow them to provide the extra support they might need for a successful transition. However, this may involve additional data sharing arrangements and young people do have the right to opt out of the process.</p>
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Recommendation	Response
<p><u>Recommendation 13</u></p> <p>It is recommended that Hackney Education Service, in partnership with other agencies, should ensure that there are robust systems in place to plan, coordinate and deliver effective welfare support equally to all children in AP irrespective of its location.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>AP providers have equal access to MASH and early help. When students are placed at alternative providers they are discussed at a multi-agency panel at which welfare support officers are present.</p> <p>A review will take place during 2022/23 of the welfare and additional support provided to all pupils at AP, with specific recommendations to be set out.</p>

Recommendation	Response
<p><u>Recommendation 14</u></p> <p>It is recommended that Hackney Education Service should explore what support (either through national or local schemes) can be provided to assist AP settings to develop their physical estate and or amenities.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed.</p> <p>Many APs are small and bespoke. The renewed quality assurance process could be adapted to include the quality of the physical estate and its amenities. This process can highlight strengths and areas for improvement, including security. Advice on access to capital funds will be provided.</p>

Recommendation	Response
<p><u>Recommendation 15</u></p> <p>It is recommended that Hackney Education Service should lead on recognising and sharing best practice in the Alternative Provision sector among other education providers:</p> <ul style="list-style-type: none"> - Making sure that alternative provision is seen and recognised as an integral part of the local education system and has a valued contribution to education to young people, and that best practice in the sector is highlighted and shared amongst other education providers; - That the attendance, progress and success of young people attending alternative provision is rightly celebrated alongside those young people in mainstream settings; - Facilitate an AP fair each year which provides an opportunity for alternative provision to showcase their education and support offers and to enable young people to make a positive and informed choice when their needs are unlikely to be met in mainstream education. 	<p>Hackney Education agrees with the steer in this recommendation and will take forward developments linked to this.</p> <p>This is covered in the response to recommendation 9.</p> <p>Hackney Education will extend the role of a school improvement officer from the secondary team, to provide systems leadership for quality assurance and communication.</p> <p>A key function of this post will be to run a termly network meeting for Alternative Provisions. This will be developed with New Regent's College under the existing quality assurance framework. This will ensure that their expertise and learning is shared with mainstream settings and with secondary headteachers, enabling this to be seen as integral to local provision.</p> <p>The adjustment in roles will require funding. We estimate this to equate to a resource equivalent of one day/week.</p> <p>The cycle of meetings for AP leads set out in response to Recommendation 9 will enable the recognition and sharing of best practice. In addition, Hackney Education will include discussion of AP provision and practice in the regular cycle of meetings with mainstream headteachers.</p> <p>The attendance and progress of young people attending alternative providers will be celebrated by their host institutions. Success will also be celebrated alongside that of other pupils in the summer results period.</p> <p>A discussion will move forward with AP providers about the fair and best ways to reach young people in a timely way about the AP offer.</p>

Recommendation	Response
<u>Recommendation 16</u>	Hackney Education agrees with this

<p>It is recommended that the Education Service set out details for the further development and implementation of an Anti Racist Action Plan and how local education policies and practice will address local inequalities</p> <p>It is recommended that Hackney Education Service should continue to work with schools, AP and other educational settings to provide:</p> <ul style="list-style-type: none"> - Training on unconscious bias, diversity and inclusion to all staff; - Support the development of improvement plans for local schools which encompass equality and inclusion aims; - Monitor and review school behaviour and policies; - Audit and monitor and cultural representation of the workforce in HES and wider school network; - Promotion and uptake of the Black Curriculum. 	<p>recommendation: this approach, including training, has been in place for some time and further work is planned..</p> <p>Hackney Education has had an Equalities/anti racism plan for some time, informed by wider schools, stakeholders and Hackney Education staff consultation meetings, and continues to be developed.</p> <p>The Children and Education Directorate is developing a joint anti-racist plan which will bring common themes together. This approach also reflects the ambition for greater synergy within the Directorate approach to ensure joined-up work that has the widest impact.</p> <p>HR policy development has begun to focus on the implementation of the workplace retention and recruitment policy, with clear guidelines for schools about how to ensure an inclusive approach.</p> <p>All maintained schools will have the unconscious bias training fully funded for their school staff teams.</p> <p>All settings and schools have access to unconscious bias training and Hackney Education also offers further training to develop cultural competence and inclusive schools. There will be additional work to reach out to APs regarding this.</p> <p>Over 50% of primary schools and 70% of secondary school staff have received the training and funding will ensure that all schools can access the training.</p> <p>SIP partners visit schools each term and every school has articulated their journey to an inclusive curriculum, the areas of need, and next steps. Schools will also have to identify the impact of unconscious bias training and next steps at a Spring term visit.</p> <p>All Hackney Education teams have received unconscious bias training to ensure we can meet the needs of the community and staff.</p> <p>A large number of staff in Hackney have accessed the Black Contribution curriculum</p>
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	<p>resources and inclusive curriculum training has been delivered in some schools in Hackney.</p> <p>Currently (Jan 2022) 63 schools and settings in Hackney have downloaded the Hackney Diverse curriculum resources (including APs, Special Schools, Children's Centres).</p> <p>Planning has begun for part two of initial inclusive training, which will measure impact within schools and ensure it remains on a school/setting agenda, so that they develop deeper understanding and identify ongoing steps in equality and inclusion.</p> <p>Governors Services offer training which focuses on the Hackney Young Black Men Initiative. They will now also offer specific training on Equality Duties, and ensure we make Equality Duties a feature in all training sessions.</p> <p>All schools will be engaged on the issue of inclusions, with the School Improvement process renewing its emphasis on assessing school's inclusivity and SEND provision when monitoring school performance and conducting visits. A more targeted approach will further develop.</p>
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Recommendation	Response
<p><u>Recommendation 17</u></p> <p>It is recommended that Hackney Education Service develop opportunities for the voice of children and young people, particularly in relation to the following:</p> <ul style="list-style-type: none"> - When children and young people have been identified as at risk of exclusion; - When children are going through the exclusion process; - Where children have been excluded from school and in identifying an AP that best suits their needs and aspirations; - In assessing and monitoring the quality of AP. 	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>We will identify existing practice in settings regarding collecting pupil voice and using this feedback to shape school policy. We will develop best practice guidance based on this research so that all schools in Hackney can see how pupil voice can positively impact the school and contribute to more effective policy.</p> <p>Exclusion reviews will be offered to all schools to help leaders understand better the causes and factors that lead to exclusion, and the steps that can be taken to disrupt this trajectory.</p>

	<p>School improvement partners will focus visits on assessing the effectiveness of mechanisms for facilitating pupil voice.</p> <p>Through governors training and support provided for PDCs (Pupil Disciplinary Committees), we will ensure that school leaders and governors understand the legal duties under the Equality Act, the Human Right to fair hearing and the legal requirements of the exclusion process, which all make provision that the voice of the individual should be considered.</p>
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Recommendation	Response
<p><u>Recommendation 18</u></p> <p>It is recommended that Hackney Education Service should:</p> <p>a) Commission and/or develop access to independent advice, guidance and support for parents who have experienced exclusion (or other school move) which is available to them at the points of critical need;</p> <ul style="list-style-type: none"> - liaising with the school at the point at which a child has been identified as at risk of exclusion; - liaison and advocacy to support parents when the child has been excluded and wishes to appeal or challenge the decision; - finding the right alternative provision for their child. <p>b) That families experiencing permanent school exclusion are sign-posted and offered family support to manage experiences of trauma and family disruption.</p> <p>c) Work with local parent groups and other voluntary sector organisations to help develop and maintain peer networks that can engage and support parents and families of children excluded from school.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>It is envisaged that parent representatives will work with schools to support, advise and relay information around exclusion. Some parents have received training from Young Hackney and CORAM.</p> <p>With regard to part a, SENDIAGs (Special Educational Needs and Disabilities Information, Advice and Guidance Service) are a statutory SEND specialist free impartial information and advice service. They can support parent-carers and young people with SEND who are at risk of or are experiencing exclusion.</p> <p>There is a help and advice article on school exclusion on the Local Offer website here. Schools should signpost to this for contact details of helpful services e.g. <i>Just for kids Law</i> - who provide legal advice around exclusions for parents and carers - this could be related to parent-carers prior and at the point of exclusion here.</p> <p>With regard to part b, as we review the Hackney Education and Hackney Council websites, we will ensure information for parents is high profile and easy to access.</p>

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	<p>Over the next year, Hackney Education will create a network led by the System Leader for Parental Engagement. It is envisaged that best practice and strategies will be shared at these forums.</p> <p>An action plan for Parental Engagement has been created and guidance on setting up forums in schools to capture parents' voices is being written.</p> <p>We will ensure that the brochure and guidance for parents, once an exclusion has been given, is accessible. The document, 'My child has been excluded - the process', is on the Hackney Education website and parents are both able to access and navigate the information clearly. Schools could ensure that parents are signposted to this brochure to parents upon an exclusion.</p> <p>With regard to part c, we will ensure that schools are made aware of local voluntary organisations available to support parents and this information is shared at the point of exclusion.</p> <p>The Family Information Service regularly updates the information in its brochure which includes this information.</p>
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Glossary of terms

AP	Alternative Provision
CAMHS	Child and Adolescent Mental Health Services
Childhood Adversity, Trauma and Resilience Programme	CHATR
CHSCP	City of London & Hackney Safeguarding Children Partnership
EHCPs	Educational Health and Care Plans
EHH	Early Help Hub
IGU	Integrated Gangs Unit
MASH	Families Services Multi Agency

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	Safeguarding Hub
NEETs	Not in Education, Employment or Training
NRC	New Regents' College
PDCs	Pupil Disciplinary Committees
PEX	Permanent exclusion
REU	Re-engagement Unit
RONI	Risk of NEET indicator
SEMH	Social Emotional and Mental Health
SENCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities
SENDIAGs	Special Educational Needs and Disabilities Information, Advice and Guidance Service
SIPs	School Improvement Partners
SLA	Service Level Agreement
TACs	Teams Around the Child
WAMHS	Wellbeing and Mental Health in Schools

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<p>Children & Young People Scrutiny Commission</p> <p>July 11th 2022</p> <p>Item 9 - Work Programme 2022/23</p>	<p>Item No</p> <p>9</p>
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Outline

To ensure that the Commission's work is relevant and links to community priorities, a new work programme is developed each year. There are three strands which inform work planning and prioritisation.

Standing Items - These are items which the Commission retains oversight of and are scrutinised each year. These are detailed in **Appendix A** following this cover sheet.

Consultation - The Commission consults a wide range of local stakeholders each year for their suggestions for inclusion within the work programme. These include non executive councillors, local residents, community groups, children and young people and statutory partners. Suggestions received for 2022/23 are detailed in **Appendix B** following this cover sheet.

Horizon Scan- Local and national horizon scanning of upcoming or ongoing issues for which may inform those issues selected for scrutiny. Nationally this is derived from a review of upcoming legislation or and locally from consultations with respective Cabinet members and senior officers. These issues are detailed in **Appendix C** following this cover sheet.

Action

Members are requested to note and review Appendices A-C to consider those issues which should be prioritised for inclusion in the 2022/23 work programme (which as it stands currently is at Appendix D).

A finalised and agreed work programme will be published at the next meeting on September 8th 2022.

APPENDIX A

Children and Young People Scrutiny Commission

Work Programme - Standing Items, Ongoing review and Review Monitoring

No.	Item	Detail	Comment
Standing items			
1.	Cabinet Member Q & A	Cabinet Member for Children, Education and Children's Social Care (Cllr Anntionette Bramble) to attend and respond to questions within this portfolio.	
2.	Cabinet Member Q & A	Cabinet Member for Early Years, Families, Parks and Play (Cllr Caroline Woodley) to attend and respond to questions within this portfolio.	
3.	Budget Monitoring	Children and Families Service to present in year budget monitoring (around 6 months in October/December). To be taken alongside Children's Social Care Annual Report.	November 30th 2022 TBC
4.	Budget Monitoring	Hackney Education to present in-year budget monitoring (around 6 months in - October to December)	
5.	Children's Social Care Annual Report	Children and Families Service to report on full year activity across children's social care (April to March) - generally taken in Autumn.	November 30th 2022 TBC
6.	School Places - School Place Planning	Hackney Education to provide annual review of school place allocation (at reception and secondary entry) for September 2022 and wider school place planning.	To be taken on 11th July 2022
7.	Childcare Sufficiency Assessment	Hackney Education to report on the sufficiency of childcare provision across Hackney.	To be taken on 11th July 2022
8.	Exclusions and all school moves	Hackney Education to report on the number of permanent exclusions, school moves, children moving to Elective Home Education and the process of off-rolling challenge to schools.	

9.	Pupil attainment	Hackney Education to provide annual assessment of children's attainment at Reception, KS2 and GCSE level (likely to be just GCSE 2022). Analysis of attainment gaps within and between pupil groups. (After January 2023)	
10.	City & Hackney Safeguarding Children Partnership Annual Report	CHSCP produces an annual report which is presented to the Commission to support oversight of child safeguarding across Hackney.	
Ongoing Review			
1.	Adolescents Entering Care	The scope of this review was approved by the Commission. The Commission has conducted a meeting with officers to assess local policy and practice with remaining sessions to assess comparative provision to be agreed. These evidence sessions will need to be reported back and the final report produced for approval by the Commission.	
Review Monitoring			
1	School Exclusions	The Commission produced a report on the outcome of school exclusions in December 2021, to which the Cabinet response was made in March 2022. The Commission to decide when to take follow-up to monitor implementation of recommendations (July 2022).	
2.	Unregistered Educational Settings	The Commission continues to maintain oversight of this work (completed in 2018) as progress has been difficult to achieve. Taken alongside CHSCP annual report.	
3.	Recruitment and Retention of Foster Carers	The Commission retains periodic oversight of this work. Hackney Foster Carers Council to report back on progress 2022.	

APPENDIX B Children and Young People Scrutiny Commission

Work Programme Development

Suggestions from members of the public, local stakeholders and members of the Commission

No.	Source	Suggestion	Comment
1	Public	'The policing in Hackney has been shown to be discriminatory towards black people, and black children. What happened with Child Q was an unacceptable breach of her rights and dignity. I often witness stop and search for no reason on black children. I once witnessed a police van purposefully hit a black man riding a bicycle, after which up to six police officers got out and violently arrested him. The fact that it took over two years for the police to apologise for Child Q publicly is unacceptable. Hackney council needs to figure out a way to hold the police to account for their egregiously racist and violent actions. The safety of black people and black children, in particular, should be absolutely paramount. It should be self-evident also that when the police use their powers in violent and disproportionate ways that community trust is eroded or destroyed. The police are meant to protect, but they don't. How are we meant to tackle our social issues if we can't rely on the police to act appropriately?'	
2	Public	Childrens and families safeguarding. Families are being failed. A new structure and staff training is required	
3a	Public	More services for children and young people to tackle racism / discrimination.	
3b	Public	Improving the quality of schools in Hackney with fairer distribution of funding according to needs/size of different communities.	
3c	Public	More funding for provision of activities for physical health for children.	
3d	Public	More effective advocacy for children.	
4	Public	How to get activities for young people in our community halls.	

5.	Public	<p>Lack of adequate support and training in identifying and helping Autistic children and young people engage in both mainstream and specialist education within Hackney. In particular- lack of targeted provision for the increasing number of anxious, late-diagnosis autistic girls (without LDs) who often have a very different presentation and needs from ASD boys. Many of these girls are now seriously isolated out of school and in need of mental health support In particular many autistic girls are diagnosed late and not until after secondary transfer. There are increasing numbers of girls in the borough who have quietly dropped out of school due to high levels of social anxiety & sensory issues associated with Autism. The staff at my daughter's 1st school, including the SENCO, we're inadequately trained and did not recognise or understand her condition.</p> <p>My daughter is academically able but dropped out of school in 2019 at age 12-13. She has had no education for 3 years now. She was diagnosed just before the first lockdown in Feb 2020 & it took until July 2020 to get an EHCP in place- by which time she had become extremely withdrawn under lockdowns. She was offered no mental health support from CAMHS. She had a tiny amount of 'medical needs' tuition which ended when her EHCP came into place- even though she did not start school. She was meant to transfer to a new school in Sept 2020 but they would not allow her to start with the other children as the school said they had to 'bed in pandemic measures'. My daughter's anxiety increased & she was left sitting at home without education for another year. She managed to get into the school in Sept 2021 but, as she had missed so much education, she became very anxious about being behind and dropped out again in February 2022 when exam preparation was underway. Also CAMHS said they could not offer help with her anxiety so this just got worse. The school refused to provide any home tuition to help her catch up. Recently (along with 2 other girls who also had a late diagnosis of Autism under the pandemic) the school said they 'cannot meet her needs' and we are now forced to look for specialist provision outside the borough. My daughter has had no social contact with peers or education for 3 years now and her mental health is seriously suffering. She</p>	
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		refuses to leave the house even to go into the garden. I gave up my job to try and help my daughter so we are now also financially challenged.	
5a	Public	A programme to support activities for young/juniors with a disability/Autism to help protect them from loneliness.	
6.	Hackney Youth Parliament	Cost of living crisis: children and their families were feeling the impact of this locally (rent, council tax, food costs). It was suggested that eligibility and access to free school meals could be looked at.	
7.	Hackney Youth Parliament	School behaviour policies: Members felt that restrictive school behaviour policies were having a negative impact on students - there were problems getting students to talk openly and freely with each other (student forum) and that some students would find it difficult to transfer to other - more open settings with more relaxed behaviour codes. What is the role of student forums - are these effective?	
8.	Hackney Youth Parliament	PSHE: There was broad agreement that this aspect of the curriculum was not diverse or inclusive or well taught in local schools. There was very little discussion of LGBT issues or broader relationship aspects to PSHE. Message was of tolerance rather than a positive choice.	
9.	Hackney Youth Parliament	CAMHS: Waiting lists for mental health services were too long - young people experienced many issues through the pandemic which resulted in the need for more support. Some people who were not actually in school (but in Elective Home Education) were waiting a long time to be seen by CAMHS.	
10.	Hackney Youth Parliament	Sexual assault /harassment; members noted that there had been a number of sexual assault cases in local education settings which young people felt had not been dealt with effectively by the school, police or other authorities. Other sexual harraassment incidents were dealth with inappropriately by schools, with both vicitim and perpretrator being placed in isolation (together) and very little after care or support for young people exposed to such incidents. It was noted that in some instances, young people leave school as the situation was too difficult/ embarrassing to deal with.	

11.	Hackney Youth Parliament	Public Health: There were concerns around the level of vaping and alcohol use among young people locally. Concerns around the level of nicotine in the former and how this was being addressed in PSHE - an absolutist approach: one cigarette leads to drink and addiction rather than harm reduction.	
12.	Member of the Commission (ABL)	CYP mental and physical health, especially in the wake of pandemic measures and other contributory factors (including social media and advertising)	
13.	Member of the Commission (ABL)	Youth centre provision and opportunities across the borough.	
14.	Member of the Commission (ABL)	Measures to address the root causes of school exclusions, inequality and child poverty	
15.	Member of the Commission (ABL)	The council's approach to foster care and the financial and quality of life costs of outsourced services.	
16.	Member of the Commission (ABL)	Community based and community led solutions to youth violence.	
17.	Member of the Commission (ABL)	Situation of youth workers nursery staff and teachers in challenging financial circumstances and with declining school admissions.	
18.	Member of the Commission (CTD)	Review the impact of Stop & Search on children and young people's mental health including but not limited to: a. Conducting a borough-wide consultation on young people's development and future prospects post stop & search (es) b. Conducting a consultation on family members, siblings, carers, and parents on the emotional impact on themselves post stop & search on their child/sibling/family member	
19.	Member of the Commission (CTD)	Review the need for the presence of blue officers in Hackney schools, including: a. Understanding the rationale for blue officers allocation per school in the borough	

20.	Member of the Commission (CTD)	<p>Stress at school - Is the curriculum and standards of education in Hackney offering a safe, secure and thriving space for young people and one that supports healthy mental health and builds confidence in their skills and future prospects?</p> <p>a. Conduct a Hackney school-wide consultation to ask students to give their opinion on the teaching methods, share their views on what stresses students and their idea of solutions for these problems</p> <p>b. Ask students across Hackney, say biannually, on their views on what they would like to see added to their school curriculum as life skills, sexual education, decolonisation, politics, workers rights, housing, credit rating etc</p>	
21.	Member of the Commission (AS)	<p>Focus on adoption and implementation of Adoption UK recommendations for a personalised pathway of care for each adoptive family based on the report Adoption Barometer: Adoption Stocktake 2022. Which include:</p> <ul style="list-style-type: none"> - Provide an assessment of need and support plan for every child - A full therapeutic assessment for every child with a permanence plan, to be carried out before placement. - The assessment should inform a clear and specific written support plan, distinct from the placement plan, anticipating future as well as current support needs, agreed with the adopters before placement and linked to a commitment to provide the support that is needed. 	
22.	Member of the Commission (SSR)	Continuation of work on looked after children (and matters relating to fostering).	
23.	Member of the Commission (SSR)	Provision for homeless young people in Hackney - in particular the extent of hidden homeless in Hackney where young people sofa surf with friends and family and which increases vulnerability.	
24.	Member of the Commission (SSR)	Mental health of young people (to consult with Members Champion for Mental Health)	
25.	Member of the	Provision for young people within the LGBTQ community.	

	Commission (SSR)		
26.	Member of the Commission (SSR)	Support available for young carers.	
27.	Member of the Commission (SSR)	Support for migrant children.	
28.	Member of the Commission (JM)	SEND service restructure. What are the new accountability lines within the new structure? It would be good to evaluate the impact.	
29.	Member of the Commission (JM)	New educational provision for SEND children in schools. What is planned for ARP units and will these meet local needs? What work has been done to properly evaluate what is needed - has there been any consultation with parents about what they feel is needed (school's themselves don't always have the same views or as full a picture as parents). At the moment there is much more provision at primary level versus secondary level. This is a particular issue as social and emotional needs often come to a head after transition to secondary and there is currently a gap in provision for much of this cohort.	
30.	Member of the Commission (JM)	Connected to the above would be a look at the extent of 'Emotionally Based School Avoidance (EBSA) across Hackney. Much is being made of new policies relating to school attendance by the Secretary of State for Education and we know that this is a problem that is growing nationally, as well as in Hackney. There doesn't seem to be accurate data collection by Hackney Education on the number of children missing in the education system. They are often 'hidden' by being on roll, but are not being provided with any, or a vastly reduced education. What is HE's strategy to deal with this in a joined up way? Where is the early help for this group of vulnerable students?	
31,	Member of the Commission (SK)	The take up of healthy start vouchers by families with young children in Hackney (improving nutrition, reducing health inequalities).	

32.	Member of the Commission (SK)	Child food poverty in Hackney - take up of holiday lunch clubs, household support fund, how accessible the information is (especially for those with ESOL needs). Raising awareness of cultural needs when providing food provisions through some of these services.	
33.	Member of the Commission (SK)	Meeting with youth workers and young people at their youth clubs outside of the meetings.	
34.	Member of the Commission (AE)	How to improve education services for disadvantaged school children, in particular those children with SEND. Why are children with SEND accessing secondary provision without this being formally diagnosed and /or without an EHCP?	
35.	Member of the Commission (MR)	Ensuring effective safeguarding children from sexual abuse and or exploitation particularly where oversight may not be as robust such as sports clubs and other out of school settings. Do all such settings have clear safeguarding policies and practices and how is assurance determined.	
34.	Hackney Independent Forum Parents	Graduated Response to SEND. This strategy is the cornerstone of the SEND Restructure and therefore central to the provision of services and support to SEND children and their families. The effectiveness or otherwise of the Graduated Response will impact on the experience and outcomes of all within the SEND community; therefore it is imperative it meets the actual needs of families effectively and efficiently. The attention of the CYP Scrutiny Committee would enable families and professionals to review this strategy and explore its strengths and weaknesses, building a better service for future families.	
35.	Hackney Independent Forum Parents	The SEND Restructure: Implementation and effects. Both families and professionals report that the current state of SEND at HE is chaotic. It is therefore imperative that the restructure in its entirety is examined by an external body able to make assessments and recommendations, evaluating elements that are having a positive and effective impact on the SEND community compared to those aspects that need review and improvement.	
36.	Hackney Independent	Increased Education Provision for SEND children. The promise of increased SEND educational provision has been a constant element of HE's SEND planning. Whilst	

	Forum Parents	we welcome the increased post 16 provision at The Garden and additional primary units, there remain outstanding areas of need. There is a serious discrepancy between the levels of specialist provision available between primary and secondary, which is exacerbated as many of social and emotional needs become apparent as children enter the teenage years, currently this area in particular is being failed by Hackney Schools. Therefore the promised increase in SEND provision needs to be mapped out, presented and reviewed to ensure that it meets the most urgent needs of the SEND community.	
37.	Director of Public Health	The health of looked after children in Hackney.	
38	Director of Public Health	Youth justice health provision.	
39.	Director of Public Health	To review the Joint Children and Families Health and Wellbeing Framework for City and Hackney (the working group is putting further detail on the framework so it would be better if this came later in the calendar).	
40.	Director of Public Health	Young people's substance misuse services.	
41.	Director of Public Health	Childhood immunisations.	
42.	CYP Commission end of year review	A youth-led scrutiny session.	
43.	CYP Commission end of year review	The provision of SEND services should remain a focus.	
44.	CYP Commission end of year review	School exclusions should remain a focus for the Commission.	

APPENDIX C

Children and Young People Scrutiny Commission

Work Programme - Horizon Scanning (National & Local)

Chair and Vice Chair Meetings with Cabinet Members, Group Director and Directors

Issues emerging from discussions with Meetings with Cabinet Members, Group Director and Directors			
No.	Issue	Details	Comment
1.	Behaviour Management in Schools	<p>The Commission's review of school exclusions highlighted the disproportionate impact that behaviour management strategies were having on children, particularly children from Black and Global Majority communities and those with SEND. These concerns have also been raised in relation to the outcomes of the Child Q Safeguarding Practice Review.</p> <p>Further work needs to be undertaken around how these are developed (in consultation with parents and children), have these are overseen (by governing bodies) and assessed in relation to equalities impact.</p>	
2.	Race, racism and children's social care	<p>Building on the work of the Commission and Children Families Service in relation to anti-racist practice, it may be beneficial to undertake work to assess the demographic profile of children on a Child Protection Plan, Children in Need and those who become looked after - where there are known disparities (ethnicity, gender). This work may help to understand the social work principles and practices which underpin such social care assessments and and contribute to local disparities.</p>	
3.	Uptake of EHCP and demographic analysis	<p>(Related to above) The number of children with SEND and in need of an EHCP has continued to increase both locally and nationally. EHCP data shows that there has been a 25% increase in the 12 months to 2021. Whilst these may be increasing, the work of the Commission in relation to</p>	

		exclusions indicated that the additional or special educational needs of some groups of children may be being missed or diagnosed late (at secondary). In relation to (2) it might be helpful to undertake a further analysis of EHCP Plans - which children are being assessed and in receipt of educational support - and those young people that may be missing out (or incorrectly diagnosed).	
4.	SEND Restructure and Better Value Review	<p>Also in relation to the above (3) local SEND services in Hackney and across London continue to face acute demand which is generating significant local authority cost pressures (in Hackney £7m 2021/22).</p> <p>A SEND Restructure and Better Value review is forthcoming locally and it was suggested that it might be helpful if the Commission has oversight of this. (The emerging SEND strategy is expected at Cabinet for approval by autumn).</p>	
5.	Children missing education	<p>Following the pandemic, there are national and local concerns about the number of children who may be missing education (persistent non attendance). It was not clear if there were local disproportionalities and the degree to which these linked to</p> <ul style="list-style-type: none"> - Mental Health needs - Links to specific communities (e.g. Roma /Traveller communities - SEND <p>Data does suggest that persistent absence is much greater amongst vulnerable children which may be contributing to a growing attainment gap (education lab).</p>	
6.	Young Parents Offer	Given that the outcomes of young parents are much lower than for other parent groups (postnatal depression, mental health) and the	

		<p>disproportionalities that exist further work should be considered on what role local authority can play in better supporting this parent group and their children.</p> <p>The Local Government Association and Public Health England have produced supporting guidance on the role of local authorities in supporting young parents.</p>	
7.	Attainment Gap	<p>2022 will be the first year that GCSE /A Level exams have been sat formally in person since 2019. Assessments at Early Years (Good Level of Development) and KS2 will continue to not take place / be published.</p> <p>Given data around the unequal impact of lockdown and disproportionality of those who have missed education, it is expected that analysis of this years results will result in the widening attainment gap for different cohorts of children and young people.</p> <ul style="list-style-type: none"> - role of catch up progs - tutoring scheme locally? 	
8.	Independent Provision of SEND	<p>In 2021/22 the Commission assessed how Independent SEND provision was commissioned. The Commission has indicated that it would like to follow up this work particularly in relation to the quality of provision, location of provision and value for money provided from these services.</p>	

National Horizon Scanning			
No	Issue	Details	Comment
1.	Education and Schools White Paper.	- The Education White Paper, Opportunity for All was published in April 2022. Schools Bill currently going through parliament.	
2.	SEND Green paper	- SEND Green paper published in March 2022 entitled The Right Support Right Place Right Time	
3.	Unregistered schools	- Reports indicate that legislation is likely to be forthcoming which will tighten regulation around unregistered school settings. This will likely impact the ongoing review work of the Commission.	
4.	Family Hubs	<ul style="list-style-type: none"> - DfE announced that LB Hackney is among 78 Local Authorities which have been successful in securing additional funding to set up Family Hubs. - Funding of £302m to be divided among successful LA's, with £100m earmarked to roll out bespoke parent-infant relationship and perinatal mental health support. - The Family Hubs model may inform the redesign of local children's centres (expected 2022) 	
5.	Independent (McAlister) Review of Children's Social Care	- Children's Social Care Review (McAlister review). The review of children's social care began in January 2021 and recently published its FINAL REPORT . The review will have implications for local children's social care which needs to be unpacked and addressed.	

Local Horizon Scanning - Ongoing work of the Commission from 2021/22			
1.	Outcomes of Child Q Safeguarding Practice Review	<ul style="list-style-type: none"> - The City & Hackney Safeguarding Partnership undertook a serious case review (SCR) in respect of strip-search of Child Q which have implications for local CYP and safeguarding: <ul style="list-style-type: none"> - Policing in schools - role of SSO - Expectations of the community in relation to outcomes of SR - Authentic voice of the child - ensuring that needs of the child comes first in decision making - Behaviour policies in schools - do these result in disproportionate outcomes for certain groups e.g. Black and global majority children/ children with SEND - Parental engagement - good models of parental involvement - The importance of an inclusive school. - The Joint LiH and CYP Commissions will also report recommendations which may impact on the work of individual commissions. 	
2.	Anti-racist Action Plan	<ul style="list-style-type: none"> - The Commission has maintained oversight of the development of a joint Anti-Racist Action in recent work programmes. It has indicated that it wishes to maintain this going forward. 	
3.	Ofsted Action Plan	<ul style="list-style-type: none"> - Children and Families were last inspected by Ofsted in July 2021. The Commission continues to monitor and track progress of the services in response to the suggested areas for improvement to ensure that the service reaches its stated ambition to be good or outstanding in future full inspections. 	
4.	Impact of the Cyber Attack	<ul style="list-style-type: none"> - The Cyber Attack on the Council precipitated the loss of the children's social care database (MOSAIC) and case records that it held. Given the practice and safeguarding risks, the Commission has maintained oversight of recovery and improvement plans. The interim database was assessed by Ofsted to be in need of improvement at the last inspection and a full systems restoration (to Mosaic) was expected on 4th April 2022. 	
5.	School Estates	<ul style="list-style-type: none"> - The Commission received a report on the planned School Estates Strategy 	

	Strategy	<p>during 2021/22 which sets out the Council's approach for the best use of school estate in relation to falling school rolls, growing SEND needs, and the need to provide more in borough and maintained SEND provision. The formal strategy and business case was approved by the Cabinet in early 2022.</p> <ul style="list-style-type: none"> - Areas of interest to the Commission were the Additional Resource Provisions (ARP) in schools and the introduction of the graduated response of schools to supporting children with SEND. 	
6.	Early Help Strategy	<ul style="list-style-type: none"> - The formative Early Help Strategy was presented to the Commission in 2020/21 and agreed by Cabinet in early 2022. The strategy to date is council focused which establishes corporate principles (e.g. early help is more effective, addressing disproportionality) and a single council-wide assessment framework. <p>The development of the Early Help Strategy is ongoing as this now needs to be rolled out to key partners (statutory and voluntary) to ensure that there is a consistent and coordinated early help offer across Hackney.</p>	
7.	Early Years Strategy	<p>Early years strategy implementation</p> <ul style="list-style-type: none"> - How will Family Hubs will be incorporated into the children centre network of provision - childcare costs commission 	
8.	Sufficiency of children's Social Care	<ul style="list-style-type: none"> - Local Authorities have a statutory duty to ensure that there is sufficient children's social care to meet local needs. The current strategy expires in 2022. - The Competition & Markets Authority has reviewed the children's social care market with a full report published with recommendations. - What Works in Social Care has also undertaken a review to assess whether local authorities are undertaking their stewardship of local children's social care services effectively. 	

9.	Hackney Youth Justice	<ul style="list-style-type: none"> - Hackney Youth Justice Plan - The current Youth Justice Plan expires in 2022 and a new plan is being developed for the period 2022-2025. 	
Future inspections			
1.	Inspections are expected in the next 12 months: <ul style="list-style-type: none"> - Children's Social Care - Focused Visit - SEND - Youth Offending Service 		

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Children & Young People Scrutiny Commission July 11th 2022 Item 10 - Minutes	Item No 10
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Outline

Members are requested to review and agree the minutes of previous meetings held on:

- 19th January 2022
- 28th February 2022
- 14th March 2022.

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Overview & Scrutiny

Children and Young People Scrutiny Commission **DRAFT** Minutes of 19th January 2022

Official Attendees for the record

Cllr Sophie Conway (Chair)
Cllr Margaret Gordon (Vice Chair)
Cllr Katie Hanson
Cllr Lynne Troughton
Cllr Sarah Young
Jo Macleod (Co-opted member)
Sudenaz Top

Connected Virtually

Cllr Caroline Selman
Shabnum Hassan
Ernell Watson (Co-opted member)
Steven Olalere (Co-opted member)

In attendance:

- Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care
- Cllr Caroline Woodley, Cabinet Member for Families, Early Years, Parks & Play
- Jacquie Burke, Group Director of Children and Education
- Annie Gammon, Head of Hackney Learning Trust and Director of Education
- Chris Roberts, Head of Wellbeing & Education Safeguarding
- Rory McCallum, Senior Professional Adviser
- Zehra Jaffer, Headteacher, Stoke Newington Secondary School

Cllr Sophie Conway in the Chair

The Chair welcomed members and officers to the meeting and those members of the public who were viewing the livestream. The Chair reminded those attending that this was a hybrid meeting, with members of the Commission and officers attending both in person and connecting virtually and that the meeting was being broadcast live via the internet.

1. Apologies for absence

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

- Cllr Humaira Garasia
- Cllr James Peters
- Cllr Anna Lynch
- Cllr Anya Sizer
- Michael Lobenstein
- Salmah Kansara (Co-opted member)
- Jim Gamble, Independent Chair of CHSCP
- Representatives of Union of Orthodox Hebrew Congregations

2. Declarations of interest

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

- Jo McLeod was a Governor at a primary school in Hackney;

- Cllr Margaret Gordon was a parent of a child attending Stoke Newington School (item 4).

3. Urgent Items / Order of Business

- 3.1 There were no urgent items and the agenda was as had been published.

4. Sexual harassment in schools

- 4.1 In early 2021, the Everyone's Invited website recorded 8,000 anonymous reports of sexual abuse and harassment, mainly by girls and young women. By the end of 2021, this figure had reached over 54,000. Ofsted have also highlighted this as an area of concern for school aged children in a report from 2020. The aim of this item was to review the nature and scale of this issue for young people in Hackney and how Hackney Education and local schools supported local young people.
- 4.2 The Cabinet Member for Children, Education and Children's Social Care introduced this item. Local schools had fully embraced the issues raised by the Ofsted reports in to sexual harassment and abuse in schools. Hackney Education had met with head teachers, governors and safeguarding leads to ensure that they had understood the findings of the report and safeguarding implications. Young Hackney had also been engaging young people across a range of settings on this issue and to inform a way forward.
- 4.3 The Director of Education noted that whilst most of the events notified by young women and girls did not take place on school sites, there clearly was a strand of harassment and abuse which were school based. Two local schools were also named on the Everyone's Invited website. In response, the Cabinet member, Director of Education and local police representatives met with local head teachers to discuss and there was action to address evidence of historical crimes. Schools were encouraged to develop a preventative approach and to develop a culture of respect. The subsequent Ofsted report on sexual harassment and abuse in schools had informed further education and training on this issue. It was noted that this issue now also figures within the Ofsted inspection framework for schools.
- 4.4 The Head of Wellbeing & Education Safeguarding indicated that there had been a good partnership response to this issue in which Hackney Education, City & Hackney Safeguarding Children Partnership, Police and Young Hackney have all contributed. There has been an emphasis on disclosure and making sure schools have appropriate mechanisms to enable children and young people to report safely and that there is an appropriate response. Other issues to note:
- This was a systemic issue which needed to be addressed not only within schools, but also beyond;
 - It was important to engage with parents to ensure that they were aware of the risks and what support was available;
 - There was no quick fix to this issue, but Hackney Education and other services would continue to support local schools to raise awareness and develop appropriate responses.
- 4.5 The Headteacher of Stoke Newington Secondary School described how sexual harassment and abuse had been addressed within the school. In May 2021, a group of young girls staged a protest in the school about how incidents had been handled

and how they felt that their voices were not heard. This was a catalyst for further reflection and action across the school. The most important aspect of this response was to give young people a time and a space to talk about these issues and to reflect how things might be improved. Whilst the school is coeducational, the school provided dedicated space for young girls to voice their concerns. A number of practical development arose from these conversations:

- Boxing in of stairwells;
- Creating safe spaces for young girls to talk;
- Empowering staff to talk young people and to take action;
- School uniform;
- Seating plans in classrooms.

- 4.6 The School participated in a BBC documentary about 'rape culture'. Participation in this documentary had proved enlightening, as this not only demonstrated how young people felt about this issue, but specifically how ill-equipped young boys felt in showing interest in young girls in a respectful manner and which did not cause offence.
- 4.7 The schools strategy and approach to sexual abuse and harrassment was also raised in regular liaison meetings with parents. This was important to ensure that parents were aware and could support children who may have experienced harassment or abuse. These sessions also revealed that a significant proportion of parents themselves had past experiences of sexual abuse and or harrassment.
- 4.8 The school acknowledged that it was at the beginning of this process, and that it would be important to engage and involve all local partners in identifying and supporting young people.

Questions from the Commission

- 4.9 The Hackney Youth Parliament representative noted that they had received just one education session on relationships in Year 9. Is it not better to provide more training to young people earlier to help ready and support them for future relationships and what to do when they receive harassment or are in potentially abusive situations?
- It was noted that relationship education varies where some schools teach this in a drop-down session whilst others preferring this is taught in a more regular way. Similarly, some schools commenced teaching of relationship education as early as year 7, which Hackney Education supported.
 - The new PSHE curriculum brought a more standard and consistent approach to the teaching of relationship education, and this should be a regular feature within the curriculum rather than a one-off.
 - It should be remembered that young people as young as year 6 will have their own phone and this opens up many areas of risk for them. Parents need additional guidance and support to help them identify risks and support their children as necessary. Parents need to be empowered to have these conversations with their children.
- 4.10 The reports mentioned that some of the incidents involved potentially criminal activity. Mindful of the ease in which young people can be potentially criminalised, how are schools and local services navigating this complex landscape to ensure that

appropriate action and sanctions are applied to wrong doing. How are these tensions resolved?

- Where abuse or harassment does take place it is important that complainants have a process for recourse. Restorative justice is used by many schools as a process to resolve complaints, but it should be acknowledged that for more serious cases the involvement of the Criminal Justice System was necessary. It was emphasised that it was important that each case be assessed individually. There were also prevention and diversion measures which could be used to prevent young people from formally entering the CJS; such processes are offered through Young Hackney.
- The Safer Schools Team has been integral to the schools approach to this issue and we have been able to discuss many hypothetical cases with them to inform the approach. In many cases the school found that the victims were reluctant to criminalise other young people, they just wanted their case heard, a recognition that what they are feeling was right and to know that this is not going to happen again. Validation of young people's feelings has been an important part of this process.

4.11 What developmental work is being specifically undertaken with boys, and how the balance is struck in making sure boys are made to be responsible without ostracising them?

- It was acknowledged that young boys face many pressures in the journey into adulthood and need further education, guidance and support to help them navigate relationships. Although girls are on the receiving end of harassment and abuse, this was very much a boys issue and quite rightly, should be the focus of education initiatives to help them be more empathetic and respectful in their relationships with girls. Young boys need to know and understand the boundaries in these relationships.
- Both boys and girls need to have separate spaces to have these conversations, reflect on their behaviour and attitudes, but then to bring this new understanding back together in a coeducational way. The voice of boys does need to be heard in this to make sure they are understood. Boys are also subject to similar abuse by their peers and therefore punitive systems must be seen to work both ways.

4.12 What has been the response in supporting children from LGBTQI+? What do we know of the reporting of such incidents? How can local education services ensure that local guidance and policies are relevant to them and are encouraged to come forward?

- All schools will have a policy on bullying and this will include homophobic bullying. It is important that young people have multiple and different routes in which to report their concerns to ensure appropriate reach.
- This group may feel that this narrative has not really reflected their needs, so it is important to consult and involve them separately. Stoke Newington School had developed a Pride Group to keep these lines of communication open and to ensure that staff were aware of issues.

4.13 The Ofsted report noted that young people often felt that the quality of PSHE curriculum was poor. What can be done locally to develop and improve teaching of

this important part of the curriculum? What do local young people think about teaching the PSHE curriculum and how are local education services using this data?

- Best practice is for schools to ask children about all aspects of their curriculum.
- It is important to ensure that staff are appropriately trained and feel confident to identify and support children in this part of the curriculum.

4.14 In extending good practice for the teaching of PSHE, is this differentiated for children with SEND? How are local young people with SEND being supported in the teaching of PSHE? How is good practice being modelled and supported?

- There are local forums for sharing good practice. In addition, there are national charities and organisations which can provide excellent advice and support in this area, including model plans and approaches. It is important that this group of young people are also given the opportunity to give feedback on their experiences of PSHE teaching and how this can be improved.
- Speech and Language Therapists have been key to the success of PSHE teaching with children and young people with SEND. This has been important in approaching this in a sensitive way and in helping teachers to find the right language to use.

4.15 It was noted that some young people did not view this issue as a problem, or might lead to risks for them. How are such young people supported?

- It was noted that further to the publication of concerns on the Everyone's Invited website, all schools held conversations (mostly in small groups) with girls. It is clear however, that the issues raised by the website and the subsequent ofsted report has really brought into focus the nature and extend of the sexual harassment and abuse of school aged children takes place. If schools have few or no reports, this would be a worry as this would seem to indicate that reporting systems are not effective because this is most definitely occurring in all schools.

4.16 How confident are teachers and schools in addressing issues which happen among school children but out of school?

- This was an issue which was much wider than schools themselves, and whilst schools have a role to play there were other stakeholders which needed to be involved more, such as parents.
- Teachers and adults in general would always be playing catch up on this issue, therefore it was vitally important that young people are continually and systematically consulted in terms of what should be taught and how it should be taught. This makes sure that teaching is relevant.

4.17 The Chair indicated that it would like this item to come back to the Commission to update on progress and to assess if there has been an increase in reporting. It is important to establish some metrics on this issue and how local education services will determine good outcomes. Hackney Education agreed that some further consultation which produced more qualitative insight with young people, might be more enlightening than actual metrics. This would be incorporated into any follow up to this item at future meetings.

- 4.18 The Chair thanked officers for attending the meeting, especially those representatives from local schools, and responding to questions from members of the Commission.

5. Unregistered Educational Settings

- 5.1 The Commission undertook a review of unregistered educational settings in 2018 and made 10 recommendations to Cabinet. Since that time, the Commission has received regular updates on implementation of recommendations from the review from both Hackney Education and City & Hackney Safeguarding Children Partnership. Due to the absence of any change in the regulatory and legal framework, national and local agencies have found it difficult to achieve substantive progress to date, and which in part, is why this issue continues to remain under scrutiny.

- 5.2 It was noted that representatives from the Union of Orthodox Hebrew Congregations were invited to attend, but gave their apologies.

Introduction Cabinet Member for Children & Education and Children's Social Care

- 5.3 The Cabinet member noted that work was ongoing and that under the new protocol, numerous meetings had been held with council teams and other stakeholders to help maintain oversight of this policy area. Progress has remained challenging given that there has been no change in the regulatory framework.

Summary Director of Education, Head of Wellbeing & Education & Senior Professional Adviser

- 5.4 Progress had been made in some areas, in particular it was felt that there was a more coordinated response to this issue by local partners and systems to identify new unregistered settings as they emerged were effective. There had however been real difficulties in progressing work given that the council and other bodies had not been given any additional regulatory powers. This would remain a live issue until the legal framework changed to help improve oversight and safeguarding.
- 5.5 CHSCP noted that assurances had been provided by the government that legislation would be introduced to set tighter definitions of a school, which would bring unregistered settings into regulatory oversight. Although CHSCP had developed a package of safeguarding support including policy preparation and staff training, none had been taken up by the local Yeshiva.

Questions from the Commission

- 5.6 How is the safeguarding protocol triggered? What information from which authorities requires partners to meet?
- A common way in which intelligence comes through is when a school opens which then generates complaints from neighbours. This is picked up by the local planning service who inform Hackney Education and the protocol is triggered. The setting will be observed to help build information on the nature of the setting. This information is generally passed on to Ofsted who will decide if an inspection will be carried out.
 - An incident may also trigger a local response and a protocol meeting. This had happened twice recently where a fire had broken out in two different settings, one of which required all those present to be evaluated.

- 5.7 As it has been difficult to engage with settings directly, has there been any efforts to engage parents directly? What lessons have been learned from the difficulties in engaging the Orthodox Jewish Community which might inform future engagement strategies?
- Given the closure of an independent school recently, Hackney Education is able to contact 600 local parents within the Orthodox Jewish Community. However, many of these families are home educating and do not wish to have contact with local education services. A far greater number of families remain unknown to the Council however, which give rise to ongoing concerns around the nature of the education being provided and safeguarding arrangements.
- 5.8 The report notes the continued pressure for school places for children from Orthodox Jewish Community in the North of the borough and efforts of the Stamford Hill Area Action Plan to address this issue. What progress has been made in increasing the number of places?
- There was a notable squeeze on school places in the Orthodox Jewish community. This had given rise to a number of incidents where children had to be moved as accommodation was no longer suitable. Given the reluctance of the community to engage with the national curriculum, it was unlikely that Orthodox Jewish boys would attend mainstream settings in the borough.
- 5.9 Recommendation 7 of the review highlights the importance of relationship building with local settings, including those within the independent school settings. What progress has been made in this respect?
- It is difficult to engage with Yeshiva as it is often very difficult to establish which people are in charge at individual settings and who to make contact with.
 - Many of the local partnerships have been developed with local heads of independent schools and through local SENCO leads which link into these schools. This does help to develop confidence and trust which it is hoped will extend to improved contact with local Yeshiva.
 - It was also noted that there were some positive developments through the pandemic response with increased levels of communication and engagement. It was noted that there are 26 independent schools and approximately 20 yeshiva, yet only 3 Covid risk assessments were received from these settings. It was noted that there are in excess of 10,000 children in local independent schools. Early Years Services and Children's Centres also generally have good relationships with the Orthodox Jewish community.
 - CHSCP was equally frustrated that there had been limited engagement by the Community and it was still unclear as to why safeguarding support has been rejected. It was important to remember that there had been little progress for a number of years in this matter.
 - The Group Director noted that this remained a priority issue for the authority and did not underestimate the enormity of the challenge in improving safeguarding of children in these settings. The Group Director had met with Ofsted in December 2021 to discuss this issue, and that the council would continue to promote the welfare and safeguard children from Orthodox Jewish community as best as it could in the circumstances.

- 5.10 The latest [Ofsted Report](#) indicates the substantive growth in Elective Home Education (EHE) over the past year, and that the destination of $\frac{1}{3}$ of pupils who move out of state funded education is unknown. How effective are local tracking systems in ensuring that we know where young people are and are receiving an effective education?
- There are systems in place to monitor children who leave school, in which all schools are required to notify the local authority. There is a dedicated EHE officer who can follow up and support parents where needed. The challenge comes from those children who have never entered the school system and can only pick these children up when they come into contact with a related service. There is no requirement to provide any detail of where these children have moved.
 - Ofsted is also live to this issue and is picked up in local assessments.
 - Hackney Education was also aware that this system could also apply to children other than from Orthodox Jewish community, but were not aware of any such settings locally. The same process of escalation and safeguarding assessments would be made irrespective.
- 5.11 What is the outcome of the visits by the EHE officer? Is Hackney Education confident that these children are receiving an effective education?
- There are 250 children in EHE and there are a further 600 who are classified as missing education, as they are in effect attending local Yeshiva, and because these are unregistered then these children cannot be considered to be having an effective education. Many parents in this cohort simply reply that they are EHE and are not required to provide any further information. Hackney Education is not able to evidence any of their education therefore these children are placed on children missing education list.
- 5.12 Many local Councillors in the North of the borough were interested in what good engagement looks like, and to ascertain if the good relationships on the ground that they have with the orthodox Jewish community can assist in this matter?
- Hackney Education noted that it would be really helpful to meet with local councillors in the north of the borough to share knowledge and understanding of these issues.
 - CHSCP reminded members that the community were not engaging on this issue and that in effect, there was no parity in safeguarding assurance for children attending an Ofsted inspected school and those in unregistered educational settings.
- 5.13 Can the Orthodox Jewish community be supported to plan and develop their own (large site) independent school?
- School places for the community have been discussed among officers. Hackney Education works most closely with Yesodey Hatorah. At present the school is rated as requiring improvement (progressing from inadequate) with ongoing concerns around the teaching of the PSHE curriculum at the school. Until these issues have been resolved, the authority would have difficulty in supporting the school to expand further.
 - The Community does have the option of setting up their own Free School, though have chosen not to do so (probably as they do not meet the standards criteria).

5.14 If children are attending unregistered settings and unknown to the local authority, does this mean that many children with SEND are not getting the help and support to which they are entitled to? How can we reach out to the Community to ensure that children with SEND are getting the specialist support they need? Can children attending an unregistered school obtain an EHCP?

- A majority of children in the Orthodox Jewish Community do attend a registered school at primary and can apply for a EHCP whilst attending there. These children are therefore known to Hackney Education. Some of these children with an EHCP will be supported in local independent schools, others may attend Side by Side (specialist Orthodox Jewish provision) or other specialist provision outside the borough. For those children with SEND who have not been in touch with education it is more difficult to ascertain what support they are receiving.

5.15 Can you further information be provided on the Out of School programme and effort to engage out of school settings in local safeguarding processes? Are all sectors within the out of school settings engaging with the programme or are there particular issues with certain settings? Are there any local areas (such as sports clubs, other religious groups) which have not complied?

- The funding for this project has now ceased and Hackney Education is now seeking to embed this work.
- Self assessment audit was undertaken during covid and a lot of these settings were closed or shut down so it was difficult and which contributed to a low response rate and difficult determine level of buy in and safeguarding assurance across the sector.
- CHSCP reported that the exercise mapped between 300-400 settings which were not previously under the oversight of safeguarding partners (e.g. churches, sports clubs etc). This is now a resource which local safeguarding partners can work with, and a survey had recently been sent out to all these settings. Around 80-100 responses had been received which although a small proportion of settings on this list, was substantially more than when this exercise commenced. These agencies can now access training and other support from CHSCP. There were no obvious worries about any particular sector, but the biggest challenge was to maintain a contemporaneous contact list which was relevant.

Chair Summary

5.16 The Commission recognised the important work that officers continue to do in relation to unregistered settings in the borough, and noted the challenges of such work without the necessary legal framework for them to take effective local enforcement action. It remains a significant worry that so many children are educated in settings where there is no safeguarding oversight. This issue has to be kept on the agenda of the Commission until it is confident that there is improved safeguarding oversight and that all children are getting an effective education.

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

6. City & Hackney Safeguarding Children Partnership

- 6.1 Each year, the City & Hackney Safeguarding Children Partnership produces a report of its work which is presented to the Commission to support its role in the overview and scrutiny of local services.

Summary by CHSCP

- 6.2 The Senior Professional Adviser presented the report noting the following:
- It provides reflections on the challenges that front line staff faced in relation to the Covid pandemic in keeping children safe.
 - There are numerous reflections within the report on the safeguarding practice reviews and how local services can develop and improve support. There was specific guidance for support for care leavers.
 - The case learning from the tragic case of Tashaûn Aird was highlighted to the Commission, particularly as this related to work around exclusions.
 - There were a number of clear pointers from all this work:
 - To continually share data;
 - To be professionally curious
 - To provide challenge.
- 6.3 The Cabinet member for Children, Education and Children's Social Care wanted to commend the parents of Tashaûn Aird who have allowed officers to work with them and to inform development, training and other learning from this review of their son's death.

Questions from the Commission

- 6.4 Suicide and self-harm among young people was an area local concern prior to the pandemic and national lockdowns. How have concerns around this issue evolved and how have services responded? Is there sufficient capacity to meet increased demands on local CAMHS and other mental and emotional health support services?
- There is a CAMHS Alliance which oversees mental health services for children and there were some very experienced practitioners working within this sector in Hackney which was positive.
 - Between 2010-2019 there was a 67% increase in teenagers taking their own lives and this trajectory continues to rise. The pandemic has exacerbated this even further, particularly in relation to eating disorders where too many children were isolated at home without support, or contact with peer groups and exposure to harmful social media. Mental Health is a significant issue for Hackney and it is certainly on the CHSCP radar and the strategic leadership have this on their risk register. It is difficult to manage rising demand against a backdrop of flat funding. Early Help will be key to addressing this.
 - It was noted that there are issues across the CAMHS Alliance around the retention and recruitment of appropriately qualified staff. There are other services which help children including WAMHS, CAMHS Clinical Service and in house clinical service and excellent voluntary sector services.
 - It was important that help was provided as early as possible so that children's needs do not escalate.
- 6.5 The safeguarding partnership undertakes serious case reviews where it feels that lessons can be learnt and makes recommendations to improve practice among local

safeguarding partners. How are these recommendations for improvement overseen and monitored to ensure agencies make the necessary progress and improvements?

- Whenever a review is completed this will be sent to the National Safeguarding Review Panel and published on the CHSCP website. The recommendations are drawn into a composite action plan and this is overseen by the case review subgroup within the CHSCP. This subgroup is chaired by the Independent Safeguarding Commissioner who will test and challenge responses. For each review, a core group will oversee progress. The real test is can CHSCP evidence impact as a result of the recommendations, but this is the real challenge.

6.6 Analysis of local casework suggests that CAMHS services are facing real challenges at present in dealing with upsurge in demand. Whilst there were examples of good practice, there were equal numbers of children and families who were not experiencing an effective or quality service, with many recording severe delays and a deterioration in their mental well being.

- It is widely recognised that CAMHS is under significant pressures and is a priority for local strategic leaders.

6.7 Given the shift to on-line communication during the pandemic, and the likelihood that elements of this will be retained in local health and social care services, what work is taking place within partnership to ensure that the authentic voice of the child continues to be captured and used to support safeguarding assessments?

- This was a theme of the last meeting of the CHSCP executive committee in December 2021. CHSCP was impressed with the range and scope of methods to engage and involve young people in their work and assessments including Young Hackney and East London Foundation Trust. Critically however, the priority should be ensuring that children are seen, heard and helped and responding to issues around their welfare. The two national safeguarding reviews (Arthur and Star) have highlighted this as an issue and will make recommendations to ensure that practitioners obtain the views of children and young people in their work. Locally, it was a real strength that practitioners had strong relationships with the children and families they supported.
- There was also a strong Care Council which could facilitate and empower children and young people in care to have a voice and active role in their care and support.
- Capturing the voice of children is not just the job of the social workers, but all professionals. In relation to the child I case review which noted that police attending a domestic violence incident did not make sufficient effort to speak to the child, and missed an opportunity to identify concerns. Everyone in touch with children should have that curiosity and questioning approach and ensure that the voice of children is heard.

6.8 There is local evidence to indicate that there are significant disproportionalities in ethnic makeup of children who are assessed to be Children in Need or who become looked after. What work is being undertaken across the safeguarding partnership to challenge the understanding and values which underpin such safeguarding assessments and decisions which create such disproportionalities?

- There is a much work taking place around anti-racist across Children and Families and Hackney Education, though this work is not as advanced across the wider partnership. CHSCP is developing its own anti-racist charter which will hopefully inform practice across the wider partnership. This will involve quality assuring anti-racist practice and learn from case studies.
- There is more that needs to be done in relation to disproportionality and criminal exploitation, and CHSCP is providing a challenge to local police to ensure that they are targeting those who exploit local young people rather than focus on children themselves.
- Adultification bias training has been rolled out across the partnership to challenge those practice assumptions which result in disproportionalities.

6.9 The reports noted that a change in 'front door policy' resulted in fewer referrals to children and families service. How is CHSCP involved in such decisions to ensure that local children in need are not missed? How do local care thresholds in Hackney (when children are assessed to be in need of protection) compare to other neighbouring boroughs?

- In relation to dip in referrals to FAST, it was mainly attributable to the pandemic and the decline in referrals to social services across the board. The launch of the consultation line has been very successful in developing front line practitioners access to safeguarding professionals. This telephone line enables such practitioners to discuss cases of concern and to assess whether the threshold has been met and a referral to social care assessment may be appropriate. This has empowered some practitioners to deal with cases themselves and reduces the risk of children and families being put through assessments unnecessarily. The CHSCP is keen to assess further those cases which are referred but subsequently where no further action is taken. Hackney was not in a different place to other local boroughs.

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

7. Adolescents Entering Care - Scoping Report

7.1 Scrutiny may undertake in-depth reviews to assist the policy-making function of the Council. The Commission have agreed to review the increasing number of adolescents entering care, and the Councils approach to supporting this cohort of young people with a view to developing and improving local practice. The scoping report for this work is presented for review and agreement.

7.2 Members agreed to the scoping report.

8. Work Programme

8.1 The latest version of the work programme for the Commission was presented where it was noted that there were no additions to the work programme for January to March 2022.

8.2 Members agreed the work programme

9. Minutes of the last meeting

DRAFT

9.1 The minutes of the 6th December 2021 were agreed.

10. Any other business

10.1 There were no other items of business. The date of the next meeting was 28th February 2022.

Meeting closed at 9.40pm

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Overview & Scrutiny

Children and Young People Scrutiny Commission **DRAFT** Minutes of 28th February 2022

Official Attendees for the record

Cllr Sophie Conway (Chair)

Cllr Margaret Gordon (Vice Chair)

Cllr James Peters

Cllr Sarah Young

Connected Virtually

Cllr Caroline Selman

Allr Anya Sizer

Jo Macleod

Salmah Kansara

Ernell Watson (Co-opted member)

In attendance:

- Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care
- Cllr Caroline Woodley, Cabinet Member for Families, Early Years, Parks & Play
- Jacquie Burke, Group Director of Children and Education
- Annie Gammon, Head of Hackney Learning Trust and Director of Education
- Amy Wilkinson, Director of Integrated Commissioning for Children, Families
- Diane Benjamin, Director of Children's Social Care
- Shawn Bent, Substance Misuse Team Leader
- John Hart, Young Hackney Service Manager
- Jo Larkin, Head of HR, Hackney Education
- Lisa Aldridge, Head of Safeguarding & Learning
- Deborah Barnett, Diversity and Inclusion Lead
- Anton Francic, Principal Secondary Adviser
- Monica Imbert, Head of Education Operations
- Piers Henrique, Chief Executive, NACOA

Cllr Sophie Conway in the Chair

The Chair welcomed members and officers to the meeting and those members of the public who were viewing the livestream. The Chair reminded those attending that this was a hybrid meeting, with members of the Commission and officers attending both in person and connecting virtually and that the meeting was being broadcast live via the internet.

1. Apologies for absence

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

- Cllr Hanson
- Cllr Garasia
- Cllr Lynch
- Cllr Troughton
- Shabnum Hassan

2. Declarations of interest

DRAFT

- 2.1 The following declarations were received by members of the Commission:
- Cllr Peters was a governor at a special school in Hackney;
 - Cllr Sizer was a parent of a child with SEND and child of an alcoholic (item 4).

3. Urgent Items / Order of Business

- 3.1 There were no urgent items and the agenda was as had been published.

4. Parental Substance Misuse and Children in Need

- 4.1 The aim of this item is for the Commission to review the nature, level and impact of parental substance misuse on children and families and assess how local services support them. The Commission is also keen to understand what impact Covid 19 and successive lockdowns may have had on this situation. The Commission has also invited the National Association for Children of Alcoholics (NACOA) to provide additional insight from a national perspective for this issue.

Officers Presentation

- 4.2 This part of Young Hackney is commissioned by Public Health and is embedded within the early help approach. The service works with a wide range of partners, most notably Turning Point which supports adults who have issues with drug or alcohol dependency issues. The service is voluntary and received 554 referrals in 2021.
- 4.3 The pandemic saw a reduction in the number of referrals into the service, particularly those originating from local schools. It was also more challenging for the service to support young people during this time as it was more difficult not only to engage them, but also their parents and other service providers.

NACOA

- 4.4 NACOA is a national charity supporting children and families where a connected adult has a drinking problem and offers a free helpline for children. The service also lobbies the central government to ensure that this issue is recognised in national policy processes. This is a public health issue, as those children who grow up with an adult with drinking problems are more likely to witness domestic violence, experience problems at school, develop mental health issues or be involved with the police. This cohort of young people were also three times more likely to develop a drinking problem themselves.
- 4.5 Data from social service departments suggest that alcohol is a factor in case work with children and families:
- 4 in 10 cases of domestic violence;
 - 4 in 10 child protection cases;
 - 7 in 10 cases of child maltreatment.
- 4.6 Children are reluctant to speak out about this issue for fear of repercussions for themselves and of course their families. In this sense, children with parents who have alcohol problems are sometimes hidden, or indeed, become informal carers for their parents and ensure that the family remains functional. Many children and families feel isolated and unsure where to turn.

- 4.7 In 2015, as a result of a freedom of information request, NACOAnoted that no local authority had a dedicated strategy and support for children with parents of alcoholics. As a result of central government intervention, around 35-40% of local authorities now have a strategy and some level of support. There were 9 pilot areas which provided dedicated care and child focused support. The key takeout from the pilots was that such services should be open access and do not present barriers (e.g. referral, parental consent). The most important aspect of these services was to provide a safe and accessible space where young people could share their experiences and begin to define what help and support that they may need.

Questions from the Commission

- 4.8 The reports make clear that it is important that work is multifaceted and that there are multiple points of entry at which children and young people affected by substance misuse can access help and support. Is this the case locally, and if not what are the aims?
- YH service is in two parts; treatment service and a preventative service. There is an advice and referral service which is open 9am to 9pm Monday to Friday which is open to children and young people, their parents and professionals. The team undertakes outreach work in local schools and with other professionals which have contact with children and young people to promote awareness of the service.
 - It was noted that there has been a significant shift in the recognition and understanding of this issue by fellow practitioners who were now much more alert to the indicators and harm felt by young people.
- 4.9 It is clear that there are significant levels of 'hidden' dependence, particularly in relation to alcohol use. What does the authority understand about the local prevalence of these issues and the likely unmet needs?
- In part this relates to the response in 4.8, and the need to set up as many potential contact and referral points as possible to provide young people with a space to raise their concerns and a pathway to access support services. It was important that this service was embedded within the broader early help offer within the council as this sits alongside other services such as youth provision and other support services. It also provides an opportunity for the team to train and develop awareness of the work of the substance misuse team.
 - It was noted that there is strong evidence of how the 'hidden harm' of alcohol was impacting on children as this was surfacing in Child protection Plans and this was affecting children from a young age.
- 4.10 How does the service deal with transition to adult drug misuse and support services and to ensure that there is continuity and consistency of care?
- The service works with young people up to the age of 25 which assists with transition. PH have deliberately commissioned local services to overlap as it is recognised that young people may not feel comfortable accessing adult orientated services. This greatly assists transition locally.
- 4.11 Given that up to 80% of parents with alcohol problems were not receiving any help, how do local and national services reach out to parents to help them access care?

- A dedicated worker supports the service from adult social care who provides perinatal support to young mothers who may have problems around drug misuse. The service works preventatively raising awareness among a diverse range of local services and settings to try and reach as many parents as possible. It was important to remember that not all parents with alcohol problems will want to engage with the service, or indeed recognise that there is a problem.
- NACOA noted the national backdrop to this was of increasing levels of needs and demand, where the number of adults with alcohol problems had increased from 6m to 8m and the number of alcohol based hospital admissions and alcohol related deaths has risen since 2019. Of the 30,000 calls the helpline receives each year, $\frac{1}{3}$ of children had not told anyone else of the problems they experienced as a result of an alcoholic dependent parent. It was important to support children independently, and that children were not a gateway for support to their parents.
- The Early help review will bring much closer working between the substance misuse team and multi-agency teams will help to widen the scope and reach of the service.

4.12 Member casework suggests that young people find it very difficult to access mental health services after the age of 18 as they move to adult services. If young people are in receipt of CAMHS support through the drug misuse team, does this carry on beyond 25?

- Mental health support is a challenge post 18. The advantage is that for young people being supported by the substance misuse team, they continue to have the support of their worker who can also advocate for them and assist in developing access to mental health support. Officers noted that there is work taking place across the directorate to improve transitional safeguarding of young people.

4.13 From the data submitted in the report, although referrals have been declining to YHSMT, the number of young people supported 'and held' by this service is growing. What are the underlying reasons for this? Are young people presenting with more complex issues which require more sustained / intensive support? Is this related to Covid?

- The number of referrals did fall over the pandemic, but the number of open cases, where young people continued to receive support did not reduce, partly as a result of the pandemic.
- NACOA noted that the increase in referrals coming forward was in some way positive, as this demonstrated that children and young people recognised their need for support and had begun that process to obtain it. It was also noted that there was an improved awareness of this issue when people call the helpline.

4.14 It was noted that NACOA undertook a general awareness raising campaign in Brighton which had a positive impact in the locality. What awareness raising on a borough wide level takes place?

- This has not been undertaken on any scale in the borough to date, and would be welcomed if this could be supported.

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- NACOA reported that there was a significant increase in the number of calls and referrals to the local partner (Oasis) that resulted from the campaign. It was a good working partnership in that it helped to develop a good level of awareness supported by access to generic help and information from the NACOA helpline, which was backed up by referral to local specialist services.

4.15 Which service or officer is responsible and leading the organisation response to this work?

- This work is led by Public Health but it was a partnership response involving a range of different agencies.

Chair Summary

4.16 The Chair welcomed this item and the opportunity to drill down into the data more and to explore those underlying issues which may precipitate referrals to children's social care services. Whilst there appears to be a good understanding and service response to the problem of parental alcohol misuse, it is clear that there are many more parents who may be in need of support who may not be aware, reluctant to engage or who do not see this as a problem.

5. Children's Social Care Annual Report

5.1 A report on the activity of the Children and Families Service is provided bi-annually to the Commission. This report in the agenda pack details activity for the 12 month period April 2020-March 2021, and for the 6 month period April 2021-Sept 2021

Cabinet Member introduction.

5.2 The Cabinet member wanted to commend staff across children's social care for their resilience and hard work in continuing to support children and families during the period of this reporting which encompassed the pandemic.

Questions from the Commission

5.3 Staff morale remains an issue of critical importance in times of services change and upheaval (e.g. Ofsted, Cyber Attack and Covid 19 response). How have these issues impacted on staffing levels and the service to maintain an effective response during the pandemic? What have recent staff surveys told us about morale in Children and Families Service? What support has been available to staff throughout this period?

- Staff welfare was a priority for the CFS throughout the pandemic and there was a wide range of support provided. The professionalism and dedication of staff over this period was exemplary, with many continuing to work from home even whilst they had covid. There has been a greater focus on mental health and emotional wellbeing of staff throughout the pandemic across the Council and there has been a programme of support which staff had utilised. The service was also in the process of reintegrating staff back into the office.

5.4 The Early Help Strategy was approved by Cabinet in January 2022, but what outcomes do Children and Families expect from this and what measurable improvement is expected?

- An Early Help Review was undertaken from 2019-2021 and the Council is now implementing the recommendations contained within that. This was primarily implementing the Hackney Council early help offer, to ensure that practitioners and residents know about the service and can access it, that

there is a common assessment process and a clear understanding of how the authority will measure outcomes and determine the success of the strategy. This was being developed further into a partnership wide strategy with the help of City & Hackney Safeguarding Partnership, where a subgroup was leading in capturing and linking all the early help work that takes places in schools, health centres and other community settings. This will help develop a clear system for delivery and accountability for early help.

- The Local Government Association had conducted a peer review which highlighted the number of good quality early help services that the council funded, but noted that greater clarity of the the outcomes that these services achieved was needed.
- The Council was in the process of restoring Mosaic after the cyber attack which will not only be able to better track and monitor outcomes, but will also help to give a fuller picture of the quantum of asks of children's social care and support services. It is hoped that this system will link in Children Centres and SEND services in time.

5.5 It was noted that the number of children in care had reduced to just over 400. What are the reasons for this and what is the service doing differently to achieve this?

- There have been a number of factors which may be behind this reduction of the number of children in care. Firstly, the newly established Edge of Care service had been instrumental in providing additional support to children and families to help maintain these relationships and where possible, prevent children from becoming looked after. The clinical service plays an important supporting role to the Edge of Care Service by ensuring that children and families are provided with appropriate therapeutic support. Family Group Conferences were also working better to deliver more positive outcomes for children and families. It was important for the Children and Families Service to have a clear understanding how these different service elements were contributing to fewer children entering care.

5.6 Can you update the Commission on the impact of the cyber attack on the records system for children and families? Have concerns about the interim database system been resolved? When will Mosaic be fully restored? Will historical case files be fully recovered? What will be the due diligence process for recovered case files?

- In relation to the cyber attack an interim recording system was developed to replace the lost Mosaic system and records. From their inspection of July 2021, Ofsted noted that the interim system was not fit for purpose as a long-term case record system and the decision was taken to restart with Mosaic. Much of the information lost has now been recovered though a few issues remain with some documents. The Group Director oversees a recovery board for Mosaic which meets weekly. The Council is in close contact with DfE and Ofsted in respect of recording systems as currently, the authority is unable to submit statutory returns. The system will switch back to Mosaic recording across children's social care from April 4th 2022. The service may not be as fully operational as before, but it will be legally compliant. IT services are in the process of migrating all data from the interesting recording system over to Mosaic (currently only read only data). Children's Centres will also be able to record their work on Mosaic which was not the case before.

- 5.7 What is the long-term plan for returning officers back into the office in relation to hybrid working (and working partly at home)?
- It was clear that children and families services were able to keep children safe whilst working from home during the pandemic, so a hybrid form of working is continuing with officers attending both in person and working from home. This recognises the ongoing risks to the workforce and of course to children and families they support. It was noted that social work was a relational occupation and that some social workers found it beneficial to work physically alongside colleagues, especially new staff and trainees. Numbers continue to be restricted in the office environment and the service planned attendance accordingly.
- 5.8 The report notes that about one third of Child Protection Plans are in place for 3 months or less, which as the report acknowledges was due to risk-averse assessments being made. To what degree is this a reaction to the Ofsted inspection? What actions have been taken to ensure appropriate thresholds are consistently applied and that children and young people are not placed on a Child Protection Plan unnecessarily? Also, is there sufficient management oversight of cases (as noted in previous inspections) to ensure appropriate decisions around care are taken?
- The service had really clear strategies in place to manage and support the service response to the Ofsted recommendations. There is an Improvement Plan with seven key objectives which has been published on the council website. The service has a clear understanding about what needs to be done and is embedding this in practice.
- 5.9 There have been significant changes to the Hackney model of children's social work over the past 18 months, including the abandonment of the Unit model (where cases were allocated to a social work unit rather than an individual social worker). Are we satisfied that individual allocation of cases has delivered the expected improvements to social work practice? How have staff reacted to this development? What has this meant to the number of caseloads that individual social workers hold?
- The Unit mode of social work has not been totally disregarded as some elements of this are retained. The service is developing a new model though this was at an embryonic stage.
- 5.10 How is the service performing in relation to the recruitment and retention of social workers in light of covid pandemic?
- It was clear that the pandemic had impacted on working patterns of many groups of staff, including social workers. Although most local authorities had adopted some form of hybrid working arrangements, these did vary from one authority to another. The service is looking at recruitment and retention and a strategy is in place to ensure that the service is recruiting the right calibre of staff to Hackney. Like many other authorities, there are times when it is difficult to recruit to social work positions.
- 5.11 In terms of early help, what is being done to measure outcomes of interventions which will take place across a wide range of services both internal and external to the Council?

- Whilst there is a good system for collation of data and evaluation of statutory children's social care provision, evidence of early help interventions, which is non-statutory, remain underdeveloped locally. Hackney does have good quality assurance measures in place which it can draw upon to help measure the effectiveness of services, though this is still more challenging to apply from to early help settings. Other authorities would also be in a similar position in this respect. Hackney is grateful for CHSCP in supporting the extension of the early help offer, which will include evaluating the impact of such interventions.

- 5.12 The Chair noted the work of the Commission in respect of the housing support for care leavers. As part of this work, many young people from the Care Council (Hackney of Tomorrow) noted that they were not aware of the Children's Rights Officer and that this role should be promoted further amongst local children using children's social care.
- 5.13 It was agreed that in the future, the Children's Social Care Annual Report would be taken together at the same time as Budget Monitoring to ensure that policy and budget scrutiny functions were aligned.
- 5.14 The Chair thanked officers for attending and responding to questions from members of the Commission.

6. Anti-Racist Action Plan for Children & Education Services

- 6.1 In October 2020, the Commission received presentations from Hackney Education and Children and Families Service on racial inequalities in services and plans to establish anti-racist action plans. For this year's work programme, the Commission has requested a singular update to review progress across both Hackney Education and Children and Families Service.

Introducing the Item

- 6.2 Group Director - commended the work of all officers who have been involved in developing the anti-racist action plan. All lead directors were leading in their respective directorates in developing anti-racist practice, but also in providing support and challenge across the whole of children's services in moving this work forward. Whilst work is progressing, the children's services were all too aware of the existing disproportionalities in relation to school exclusion, children coming into care and attainment but the workforce is committed to making a difference, with strong leadership from the Cabinet member. The Council and component services is a key agent of change with our own workforce, with our partners and in the wider community, but work is progressing.
- 6.3 Director of Education - work has been progressing in relation to Hackney Education staff and with schools. The diverse curriculum model developed by the council has been used by over 2,000 schools in the UK and beyond. Many local schools had gone beyond this to develop their resources which reflect young people in the classroom. HSGB had completed work in engaging parents to help schools understand more about the lived experience of Black and Global Majority parents, their experience of schools and how this has impacted their children's education. The School Governor Service was working to support more young people to become school governors, especially from Black and Global Majority communities. Schools

were also being encouraged to be more inclusive through the provision of early help and support rather than excluding pupils.

6.4 Director of Children's Social Care - the directorate has an action plan which has had a number of achievements including anonymous recruitment, diverse interview panels, development of anti-racist corporate parenting guidance and creation of safe spaces to talk about race. Work was however in its early stages and impact had been limited thus far and there was more to be done. Future priorities were:

- Further developing and embedding anti-racist practice standards across CFS;
- Developing 3 year programme of anti-racist action learning sets across CFS;
- Engaging Black and Global Majority leaders to review progress and hold service to account;
- Development of an anti-racist charter to inform practice across the wider partnership;
- Extending adultification bias training.

6.5 Director CYP and Maternity Integrated Commissioning - there were 4 key areas of work for anti-racist practice:

- Ensuring the workforce are working to equalities framework informed by the work of Young Black Men's Project;
- Mental health and wellbeing - commissioning and testing services for Black and Global Majority young people to improve access to services;
- Perinatal, maternity and early years mental health - where there are strong disproportionalities and poorer outcomes for Black and Global Majority women.
- Ensuring that there is Black and Global Majority staffing in higher staff grading and that there are effective pathways for progression.

Questions from the Commission

6.6 The Chair commented that the report did not read like a singular strategy, and that contributions from education and children and families directorates were different in terms of principles and approach. Which stage in the iterative process is the anti-racist action plan and when is a fully unified plan to be developed.

- Education, social care and health have all been working separately on anti-racist work and only in the last few months has there been a more collaborative approach developed in terms of developing a shared understanding, learning from different approaches and pooling resources. This will not be a pretty and neat plan as services are separate and distinct, but this issue is very much on the radar of all services. Officers noted that this work is evolving quickly and much work has already taken place and continues to happen which may not fit or be captured in the confines of a singular across-service strategy.
- Recent collaboration on this topic has proved very beneficial with officers identifying numerous opportunities from their respective work. It will be a challenge to bring different professionals together and it would take time, but officers were confident that the current approach was having a positive impact.

6.7 The Commission applauded the work undertaken by officers to date, particularly the new and innovative approaches adopted by services. How is this work and

messaging being conveyed to the public and wide community so that they get a sense of progress?

- No response.

6.8 Is it possible to record Jewish as an ethnicity?

- Children and Families use the DfE code which does not have an Jewish ethnicity code. When the Mosaic system is fully operational however, it was suggested that this may present additional opportunities to improve local ethnicity coding and a tool in addressing disproportionality.

6.9 Although the metrics are still being developed, how will the outcomes for this work be established, agreed and published?

- Services know where the disproportionalities occur and these can be tracked effectively. Again, it was positive that CHSCP were also developing an anti-racist charter which would encompass a broad range of agencies that work with children and families. The action plan is at its very early stages and consequently outcome planning and monitoring is consequently also under developed at present.

6.10 How quickly can progress be made in respect of staffing to ensure that this reflects the ethnic diversity of the profile of Hackney?

- The Director of Education reported that a number of local schools now had different recruitment strategies which were seeking to recruit staff from sources not previously identified.
- In Hackney Education, anonymous recruitment has been in place for some time and the directorate was now beginning to assess the impact and outcomes of that in terms of the make-up of long-lists, short-lists and final appointment. Hackney Education had also developed a shadowing system for Black and Global Majority staff and, following a staff survey, was working to develop and improve career pathways to enable Black and Global Majority staff to progress in the organisation. Hackney Schools Group Board had also identified very experienced and advanced practitioners in its work, and was seeking to nurture, develop and advance such individuals.

6.11 It was positive that the authority was committing time and resources to this issue given the systemic racism that persists in society. In terms of data in the report it would help if there was more detail on the disproportionality in Hackney and greater consistency in the identifying colours in the legends of the graphs.

6.12 How can Hackney Education ensure that the local curriculum is inclusive to Black and Global Majority children across local schools?

- The Diverse Curriculum is now being overseen by a dedicated and experienced systems leader and is seeking to draw in a wider range of input from curriculum development specialists. The diverse curriculum has been used in around 2,000 schools across the country and overseas, equally in primary and secondary settings. The team is encouraging feedback so that it can refine and redevelop supporting materials, resources and training. The diverse curriculum is intended to be a modular offer which schools can use and build their own approach. In Hackney schools, 35% of children are white,

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8% are Black African and 9% Black Caribbean and feedback is that users feel that Black British History component is very positive.

- 6.13 Language is important in how Black and Global Majority children are defined, how can services ensure that the language used does not offend or alienate Black and Global Majority children and young people further?
- In the Children and Families Service a language guide has been developed to support and guide professionals' interactions with children and young people from Black and Global Majority and other communities. This may help to reduce some of the problematic incidents that may occur.
 - In terms of the term 'black' this was the preferred usage based on a survey and focus groups with staff. It was also a positive, political and empowering statement rather than a singular reference to the colour of a person's skin.
- 6.14 The Chair noted that it would be helpful for future iterations of the anti-racist action plan to encompass children and young people of other ethnic origins, and not solely those from black African or Caribbean communities. It would also be beneficial to highlight what the disproportionalities are locally and the real challenges that services face and what the targets of respective services are. How this work is communicated to the public and how local residents can access this information is an important part in explaining how the work will impact on their children and families.
- 6.15 How have services sought to engage children and young people and ensure that their lived experiences are fully reflected in the anti-racist action plan?
- Officers recently met with Young Futures and ensured that this is reflected in the work.
 - The integrated commissioning team have recently developed a grants programme to facilitate the uptake of vaccinations. Within this work 5 groups from different community groups have been funded for development work including traveller, Orthodox Jewish, Turkish and Black and Global Majority communities.
 - In Hackney Education a new initiative has been developed to get young governors on to local school bodies. Hackney Education was also seeking to extend the role of local school councils to improve their role in decision making in those settings.
- 6.16 The Chair thanked officers for attending and responding to questions from members of the Commission. The Chair suggested that this item should return to the Commission at a future date to ensure that progress is being made.

7. Adolescents Entering Care - Update

- 7.1 The Commission held its first meeting with officers on the 9th February 2022. At this meeting, Officers presented:
- Local data on young people on the edge of care
 - Details on plans to develop an edge of care service
- 7.2 A focus group with adolescents was planned for the 7th March.
- 7.3 Dates for the remaining meeting will be agreed and circulated shortly. The work will be completed with its recommendations before the end of April and the final report

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presented at the first meeting of the new municipal year.

8. Work Programme

8.1 The latest version of the work programme for the Commission was presented to the Commission. There were no changes since the last meeting and the final meeting will be on the 14th March 2022.

8.2 Members noted and agreed the work programme/

9. Minutes of the last meeting

9.1 The minutes of the 19th January were unavailable for this meeting and would be presented at the next meeting.

10. Any other business

10.1 There were no other items of business.

Meeting closed at 9.40pm

Overview & Scrutiny

Children and Young People Scrutiny Commission

DRAFT Minutes of 14th March 2022

Official Attendees for the record

Cllr Sophie Conway (Chair)

Cllr Sarah Young

Cllr Caroline Selman

Cllr Katie Hanson

Cllr Humaira Garasia

Connected Virtually

Cllr Margaret Gordon (Vice Chair)

Cllr Anya Sizer

Cllr James Peters

Cllr Lynne Troughton

Shabnum Hassan

Jo Macleod (Co-opted member)

Salmah Kansara (Co-opted member)

Ernell Watson (Co-opted member)

In attendance virtually

- Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care
- Cllr Caroline Woodley, Cabinet Member for Families, Early Years, Parks & Play
- Annie Gammon, Head of Hackney Learning Trust and Director of Education
- Stephen Hall, Assistant Director, School Standards and Improvement
- Debra Robinson, Systems Leader, Hackney Education

Cllr Sophie Conway in the Chair

The Chair welcomed members and officers to the meeting and those members of the public who were viewing the livestream. The Chair reminded those attending that this was a hybrid meeting, with members of the Commission and officers attending both in person and connecting virtually and that the meeting was being broadcast live via the internet.

The Chair thanked Cllr Hanson and Cllr Peters for their service to the Commission, this being their last meeting as a Councillor.

1. Apologies for absence

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

- Cllr Anna Lynch
- Jacque Burke, Group Director for Children & Education

2. Declarations of interest

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

- Jo McLeod was a Governor at a primary school in Hackney and a parent of a child with SEND;
- Cllr James Peters was a governor at a special school in Hackney;
- Cllr Anya Sizer was a parent of a child with SEND.

3. Urgent Items / Order of Business

- 3.1 There were no urgent items and the agenda was as had been published.

4. Parental Engagement and Involvement

Chair introduction

- 4.1 Parental engagement and involvement has been a common theme in much of the recent work of the Commission, be this in relation to school exclusion, supporting children with special educational needs in schools and closing the attainment gap. An additional £300k was allocated to Hackney Education in 2021/22 to support local efforts to reduce school exclusions. Part of that additional funding has been used to set up a Parental Engagement and Involvement programme to build schools' capacity to work more effectively with parents.

Director of Education and Systems leader

- 4.2 Hackney Education underlined the importance of parental engagement with schools as this was central to children's development, progression and attainment. A Systems Leader had been appointed to lead and deliver on this work, to support and empower schools to work more effectively with parents and to share learning across the sector.
- 4.3 The Systems Leader (SL) commenced work in September 2021. The SL had collated local data on parental engagement, visited local schools and spoken to numerous parent groups to help ground this work. It has been agreed that the project would focus on enabling schools to reach parents on the periphery who experienced difficulties in engagement (e.g. through their own school experience, language barrier). It was important to remember that many parents of children attending schools in Hackney now had experienced negative and excluding experiences within their own schooling in Hackney, which has resulted in strong feelings of suspicion and mistrust. The SL would work with schools to help them overcome these barriers.
- 4.4 The SL summarised some of the work carried out to date which included:
- Collation of background research to identify best practice and innovative approaches to parental engagement;
 - Develop a self-evaluation tool kit which will be trialled with schools to help them benchmark their parental engagement strategy;
 - Assessing whether there are named persons in schools to lead on parental engagement and if there is a dedicated strategy;
 - Assisting schools to set up local school forums and developing guidance to assist schools;
 - Meeting with local parent groups (e.g. HiP);
 - Deliver training to headteachers and deputies on engaging and working with parents.

Questions from the Commission

- 4.5 It was positive that the community organisations were being consulted and involved in this work as these can help to advocate for parents and families. Will there be any additional support directed toward these local groups to help them develop the capacity to engage, and advocate on behalf of parents?

- Advocacy was on the agenda within this project and some initial work had commenced. The project would seek to build and extend upon the work of (Hackney Youth Parliament and Pembury Community) in developing Parental Champions to advocate for families in need (e.g. exclusion meetings). A small number of schools had been engaged on this issue, and it was clear that whilst some schools would embrace advocacy, others may be more reluctant to admit others into their meetings with parents. In this context, it was important that there was a reciprocal understanding of the importance and value of advocacy.
- The CVS could play an important role in the improved connectivity between parents and schools and additional meetings were planned to improve this relationship.

4.6 There are procedures and processes in place, which unintentionally or otherwise, keep parents at arms length in schools, particularly in the secondary sector (e.g. restricting the modes/times of parental communication). Will the project assess the potential barriers to parental involvement and how these can be overcome? Are there any differences between the approaches of maintained schools and academies?

- Over 20 schools had been visited thus far, and whilst there were examples of good parental communication strategies, it was clear that not all schools were reaching the right parents. What was most apparent was that there was insufficient tracking and monitoring or parental engagement and agreed processes of how parents could be followed up.
- It was also important to differentiate between engagement and involvement. Parents helping to fundraise and support school activities was not the same as engaging with the school to support their child's development and progress. Parents also needed to streamline and focus communication with parents and to prioritise those parents who may face difficulties to engage.

4.7 What themes have been emerging from the consultation and engagement with parents to date, about what needs to be improved? What were the outcomes of the parental conference?

- Communication with parents was important, but there was a concern that this was overly focused through the school's website. This presented a number of accessibility issues for parents.
- Other key themes continue to emerge from this consultation with parents including:
 - School transition: There was some innovative work taking place in the community where local voluntary sector groups were assisting with transition. This might provide scope for further advice and guidance to schools via Hackney Education;
 - Exclusions: parents spoke frequently about not knowing who to go to to seek help, both pre and post exclusion. It is clear that parents need further guidance and information to support them.
 - SEND: improved communication with SENCO and school and parents was cited and it was possible Hackney Education may co-produce these parent groups.

- 4.8 How will Hackney Education evaluate the impact of this work with local parents? What outcomes do you hope to achieve?
- Ultimately, what Hackney Education wanted to achieve as a result of this work was improved outcomes for children. It was noted that in two schools, two groups of underperforming pupils (boys) had been identified and the schools had agreed to improve engagement with parents as part of a strategy to raise attainment and improve educational outcomes. Parents would be consulted to help develop a shared approach to this improved outcomes.
- 4.9 How will best practice be shared not only amongst schools but also with parents themselves? Has Hackney education consulted with other local authorities in helping to identify good practice for parental engagement?
- The SL was starting a local network to support parental engagement in schools. This would encourage dedicated ;leads to come forward and share best practice across local schools.
- 4.10 Do schools need to be more outward facing and community focused as part of an improved approach to parental engagement?
- Schools should be the hub of the community, so if schools were not aware of the needs of the communities in which they are based then it was unlikely that they would be able to respond effectively to the needs of children and their families. In this contact it was important that community groups should feel a part of the school and the school should actively engage such groups to this purpose.

Chair summary

- 4.11 This item resonated with many of the findings of the Commission in its work throughout this year and members support local efforts to improve parental engagement. The Chair noted that it would be helpful to receive an update on this work in the future to assess how this work is progressing.

5. School Improvement Partners

Chair introduction

- 5.1 The School Improvement Partner (SIP) Programme assists schools to develop higher standards of leadership and management expertise. Dedicated advisers work with schools to assess and improve, how well students are performing, the quality of teaching and learning and management and leadership. Given the importance of School Improvement Partners in improving attainment and closing the attainment gap, the Commission has requested an update from Hackney Education, which sets out the role and function of the School Improvement Partners and how they support local schools to improve.

Director of Education (DoE) & AD for School Standards and Improvement (ADSSI)

- 5.2 The DoE and ADSSI presented to the Commission highlighting the following information:
- There were 14 School Improvement Partners supporting 81 local schools, these were either directly employed by Hackney Education (n=7) or contracted sessionally;

- SIP also supported 30 other schools outside the borough through a traded services arrangement;
- SIP offers core support to all maintained schools with 3 visits per year. Free schools and academies receive 2 visits unless they buy into additional provision. Whilst schools will focus on one aspect to improve each year, there were common threads for all schools which included the performance of key groups of pupils (SEND, children with social workers), any identified risks and agreed school priorities (e.g. pupil numbers).
- Exclusion was also a key point of challenge within the visits to ensure that there was local rigour in exclusion processes and these were fair.
- SIP also helped to identify risks within local schools and where it was appropriate to provide additional support.
- Schools were essentially autonomous, setting their own budget with their own governing body, therefore the role of Hackney Education was to seek improvement through influence and support.
- 96% of local schools were rated as good or better, which was above regional and national rates.
- A two sided report is compiled at the end of each visit which is sent to the school governing body together with suggested actions.

Questions from Commission

- 5.3 What informs the standards which SIP is endeavouring to set across local schools? Are these solely set on the Ofsted framework or are we using any local ambitions or targets? For example, inclusion is very much a Hackney standard which might not figure as prominently in the Ofsted framework?
- The work of SIP is informed by the Ofsted framework and other national benchmarks. In terms of target setting, there is an expectation that schools should be aiming to achieve within the top 20% of schools nationally and most schools achieve this.
 - Local Hackney themes also informed the work of SIP, such as through the inclusive school and curriculum. There were also local priorities which the SIP sought to raise with schools, such as effective SEND support and a reduction in school exclusions. In many ways SIP's acted as a mediator or broker between schools and the wider support of Hackney Education services.
- 5.4 In relation to the question above (5.3) whilst the role of the SIP in developing school attainment is clear and has shown positive impact among local schools, but what has been done to challenge the persistently high levels of permanent school exclusions within local schools? What successes has the SIP learnt of from local schools in addressing this entrenched challenge within the local education system?
- School exclusions are an across service concern and the SIP can play an important role in mediating between the school and other educational support services. The SIP has been key to initiating reviews of behaviour policies and how pastoral support has been provided to children. The SIP will assess the school's data on exclusions and challenge schools where this is higher than national averages and check with schools on those strategies to address the underlying causes. It should be emphasised that the role of the SIP was not to hold the school to account, but to provide leadership and management support.

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- It was also noted that SIP were also governors within local schools and they could provide challenge through this process alongside other governors. The SIP focus was on the role of the Headteacher, to encourage and support them in developing and improving the school. It was noted that there has been some success in reducing the number of fixed term exclusions in local schools.

5.5 How many academies engage with the SIP more than the basic two visits per year? This is particularly pertinent given that most of the secondary schools are academies locally.

- 3 secondary academies had bought additional support through the SIP, which together with the 6 maintained secondaries meant that most local secondaries were receiving the full package of support. There are no academies that have refused support from the SIP.

5.6 Can School Improvement Partners be utilised to support local Alternative Provision or indeed, in SEND independent provision which young people attend?

- Alternative Provision was a cross borough concern and was utilised by children and young people across a number of London boroughs. There is a cross borough quality and improvement mechanism in place to support provision. This was a live topic of discussion within Hackney Education.
- It was noted that Hackney Education was stepping up its involvement with Alternative Provision in light of recommendations from the Commission. Hackney Education was also working more closely with independent schools in the Orthodox Jewish community in the north of the borough to improve numeracy and literacy.

5.7 Does the SIP engage with other stakeholders such as parents or the wider school staff team in its work?

- Pupil voice is very much part of the SIP, and partners talk to schoolchildren at each visit about their experience of the curriculum and wider school system. Although partners would not meet with parents directly, it was common practice to inquire as to school strategies to engage and involve parents.
- Although the SIP would not generally attend a Parent Teacher Association meeting, it was likely that they would attend the governing body meetings to 'temperature check' the situation in a school.

5.8 What is the relationship between SIP and Ofsted? What happens when there is a disagreement of opinion?

- SIP works within the Ofsted framework and aims to ensure that schools also understand this and the associated inspection process. There is considerable focus to ensure that schools are Ofsted inspection ready. There is generally little divergence in the opinion and views of Ofsted and the local authority, however, there are routes to escalate concerns if it feels that local schools have been treated unfairly. Generally the local authority would meet inspectors as part of the Ofsted assessment and if there were any concerns, these would be raised then.
- Whilst SIP provides strategic advisory support, there is a different layer of support below which provides more teaching and classroom based support to

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schools. This included pedagogical support as well as other pupil support (e.g. mental health).

- 5.9 Do the statutory powers of intervention of the local authority apply equally to maintained schools and academies?
- The intervention powers of the local authority only apply to schools in the maintained sector.
 - It was noted that if there were concerns about an academy, then this could be raised with the Regional Schools Commissioner (if concerns had not been heeded by the Headteacher or Executive Head). The Regional Schools Commissioner could only issue warning notices to academies.
- 5.10 Are visits by SIPs planned in advance with the school? What assurance can be provided that the assessments and judgements made by the SIP (and subsequent support) are based on the authentic position of the school as opposed to those issues presented by the school?
- It was reiterated that the SIP was not an inspection process, but it was about providing new and different perspectives to leadership and decision making within the school. Visits are arranged with the school, but once in the school a wide programme of activities will be undertaken by the SIp including looking at attainment records, attendance books and of course talking to other key staff and children in attendance.

Chair Summary

- 5.11 The Chair thanked officers for attending the meeting and responding to members' questions. The Chair noted that this item had been very helpful in setting out the role and function of the SIP and the relationship that they have with schools. It was felt that it would be really helpful for the Commission to have a case study to understand how the SIP process works and how they grapple with issues of concern.
- 5.12 The Chair noted that whilst the key aim of the SIP was to provide strategic leadership and management support, there were concerns over the ability of SIP to provide effective challenge to local schools, especially as the SIP did not systematically include the voice of parents and other stakeholders in assessment and challenge to local schools. It was felt that this might give rise to some discordance as to what the school leadership and the wider school community might feel are priority issues to address.

Action: To liaise with HE to provide further case study data as to how the role of the SIP works in practice. (Or facilitate a meeting with a number of SIPs).

6. Cabinet Member Question Time

- 6.1 Cabinet members attend the Commission annually to respond to questions within their portfolio of services for which they are responsible. The Commission may select three lines of questioning which are submitted 6 weeks in advance of the meeting. The Cabinet member is then required to provide a verbal response at the meeting.

6.2 Cllr Anntionette Bramble, the Cabinet member for Children, Education and Children's Social Care was requested to respond to 3 questions on children's mental health services, and the role of Child and Adolescent Mental Health Services (CAMHS). The Commission is aware that children's mental health is a shared responsibility across Local Government, health and voluntary sector partners and is supported by integrated commissioning arrangements, and has thus agreed to focus questions with the Cabinet member on local mental health services and support to children and young people to understand:

- The number and nature of referrals to local services;
- Waiting times and access to mental services
- Improving accessibility of local services, and
- Ensuring vulnerable groups have access to mental health services.

Question 1 - Demand for CAMHS services and waiting times in Hackney

1. Demand for CAMHS and waiting times in Hackney

- a) Can the Cabinet member provide an update on the volume and nature of referrals to local CAMHS services pre and post-pandemic?
- b) There are a number of national standards for waiting times for CAMHS services:
 - 95% of young people with an eating disorder to be seen within 4 weeks (1 week if urgent)
 - At least 50% young people with a 1st episode of psychosis to get help within 2 weeks of referral
 - 75% of young people referred to talking therapies (mental health, depression, anxiety) to start treatment in 6 weeks and 95% in 18 weeks.

Can the Cabinet member update the Commission on how waiting times for CYP in Hackney relate to the above standards? And in general:

- How do waiting times for CAMHS for children and young people in Hackney compare to other similar boroughs?
- How has covid impacted on waiting times?
- What support do young people receive whilst they are on a waiting list?
- Are young people provided with information and/or signposting whilst they are on a waiting list?
- What investments or adaptations have been developed to reduce waiting times for children and young people in Hackney?

Cabinet member response

- East London Foundation Trust (ELFT) supports those children in Hackney with mental health issues. During and after the pandemic, the number of referrals to ELFT doubled from 400 to 800 and the proportion diagnosed with a mental health condition increased from 8% to 18%.
- Local investment in children's mental health was strong and at levels above other local authorities and health services. Local services still faced

significant challenges however not only in relation to demand, but also in recruiting and maintaining key staff and other professionals.

- In respect of the eating disorder target, it was noted that Hackney was not always meeting the national standard expected. A summit of partners had been convened to ascertain what actions could be taken to improve this response and provide interim support to children and their families (e.g. through HCVS or WAMHS).
- Both the psychosis and talking therapies targets were being met and it was noted that Hackney had the shortest waiting times in the country on these measures. In other broader CAMHS assessments, Hackney was nationally rated the 6th best performer.
- Whilst these indicators were positive, it was accepted that some young people were still waiting a long time for the mental health support that they may need and that more still needed to be done to address these.

Questions from the Commission

- 6.3 The pandemic has created a number of hidden mental health conditions which may not be readily identifiable to parents or practitioners such as, for example, eating disorders or the impact of family stress on children (alcohol, illness). How prepared are local services for an expected rise in referrals and how are local services encouraging young people to come forward?
- It was important to recognise that the pandemic had created a delayed trauma, where children and families had to manage mental health concerns prior to obtaining treatment or therapy. There was an emergency referral service in operation together with a home treatment service which was responding to urgent needs as they arose.
- 6.4 In relation to the significant increase in demand, is there any further data on the nature of this increased demand or the demographics of children requiring mental health support? Are there any indicators that other mental health needs are not being met?
- There has not been a change in the demographic of referrals in relation to ethnicity, but there has been an increase in the number of younger children being referred for mental health support. While this was concerning on one level, it was hoped that for some this was an earlier diagnosis helping children to address mental health issues before these become more entrenched.
 - It was noted that additional capacity of around 10-15% was needed within the system to help address some of the underlying 'unknown' concerns.
- 6.5 Do local services expect any increase in demand as result of the war in Ukraine and the increase in refugees which may result? How are local services preparing?
- Hackney has a strong record of welcoming and supporting refugees. It was noted that many local services offered a trauma informed approach to working

with children and would be well equipped to support child refugees from the Ukraine and other countries.

2. Improving Access to CAMHS in Hackney

With multiple services and entry points, it is acknowledged that access to local CAMHS services can be complex and difficult to understand not only for young people and their families but also for referring professionals. A local key objective is to have a fully integrated pathway or 'no wrong door' approach for local services set up by/in 2022.

- How far have local CAMHS services progressed with this objective and what have been the key achievements to date?
- What improvement will this bring to the referral process and accessibility of CAMHS?

There is evidence to suggest that '*open access mental health hubs*' might be more acceptable to young people than CAMHS or school based counselling / therapy services which could help more young people to access the support they need. A consortium of children's mental health charities are campaigning for these to be established nationwide.

- What do we know about local young people's preferences for mental health service provision?
- Are there any similar initiatives in existence or planned for Hackney?

Cabinet member response

- Local services acknowledged that entry to mental health services can be complex and were working to simplify access. This has been going well and there has been progress.
- Local mental health services acknowledge the potential role that mental health hubs might play in improving access, but at present this development was not being considered locally. The focus locally had been on developing the capacity of local services to improve access.
- The Cool Down Cafe had been developed as a peer support mechanism for young people with mental health concerns. Hackney CVS operates this service in partnership with Young Hackney and Peabody to support young people aged 16-24. The Cafe helps to bring professional support into community settings and to address some of the stigma around mental health. It operates a number of youth-led workshops to help address mental health issues.

Questions from the Commission

6.6 It was noted that there were problems in recruiting and maintaining mental health professionals. How was Hackney managing this problem?

- There is a strategy and supporting communication plan to support recruitment and retention. Services were actively talking and engaging with staff to

support retention. This was a nationwide problem however, which required more proactive government intervention to resolve.

- 6.7 Whilst Hackney may have high levels of funding, the general narrative was that CAMHS services were under acute financial pressures. What is the situation locally? How has additional funding decreased waiting lists and improved access?
- Historically the council and other mental health partners have invested more in mental health services, but there has been a more recent reduction in funding for CAMHS services.
- 6.8 In terms of take up among some local groups, what happens when a parent does not wish their child to be referred for mental health service provision (via another practitioner or school for example)? Is parental consent required?
- All mental health interventions with young people are predicated on parental consent. In some instances, this does require some prolonged engagement with parents to help them understand how children will benefit from treatment and support. There are now trained CAMHS workers across all schools providing expert professional advice to children and families at a much earlier point. Talking to professionals in non-clinical settings such as schools can also encourage children and families to seek help earlier.
 - Statutory thresholds were key to determining whether parental consent was required, if it was below, parents would need to provide consent, if above, the practitioner would determine the need for treatment and support.
- 6.9 If the local services are not pursuing mental health hubs, what was the evidence base to suggest that young people wanted something different?
- Young people wanted a variety of services to support their mental health needs such as through on-line services, face to face, in school or in similar services to hubs. This is reflected in the approach to mental health services which provides a broad range of mediums through which young people can access mental health support. If the evidence points to hubs in the future, then this is where local services will head.
 - The outcomes of the Young Futures Commission have helped guide and inform the council's approach to supporting children and young people on a variety of policy issues, including mental health and emotional wellbeing. This has helped to ensure that the authentic voice of children and young people is heard in the decisions that are taken about them

3. Mental health support to vulnerable groups

National reports indicate that the mental wellbeing of some groups of children and young people were particularly impacted by the pandemic: children from black and other minority ethnic communities, children with existing conditions, children from poorer socioeconomic backgrounds and children from LGBT communities.

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- Given that some of these communities may already experience difficulty in accessing statutory services, how have local CAMHS ensured that mental health support remains accessible?
- What outreach activities take place with local communities to support access to CAMHS?

Cabinet response

CAMHS commissioned a number of services to help address accessibility of mental health services:

- Kooth, an on-line mental health support service for children and young people.
- St Joseph's Bereavement Service supports young people who have been affected by bereavement.
- Growing Minds and mental health hub for children of Black Caribbean ethnic origin, who can access a wide range of support from one location;
- Cultural competency training is also provided across the service to help address disproportionalities;
- Tree of Life - Non European centric approach to wellbeing;
- Project Indigo helps to support LGBT young people across the borough;
- Hackney has a strong clinical service of around 45 staff who are co-located across different settings across the borough.
- It was underlined that a good universal offer was central to reaching the wide ranging emotional and mental health needs of local children and young people.

Questions from the Commission

6.10 Do you think SENCOs should have more training on issues such as CAMHS?

- SENCO are now required to have professional training which is to be welcomed. There is also a SENCO forum locally which helps practitioners to engage, share ideas and best practice and develop discrete training.
- It was really important that there are now more qualified practitioners in a much wider range of local settings which can help bring decision making and support much closer to young people that may need mental health support.
- Each school has a mental health lead separate from the WAMHS worker and all staff will have had training to help them identify mental health needs.

Chair Summary

6.11 The Chair thanked Cllr Bramble for attending and responding to members' questions so fully. There were a number of follow up points:

- 1) Suitability of mental health offer for neurodiverse children - and the evidence base for this;
- 2) Further data on the nature of increase in demand for services in relation to nature of services required and demographic profile;
- 3) What is known about children for whom it is suspected are not accessing services that they may need?

- 4) Assurance around the effective provision of mental health support provided to children attending in alternative provision settings, especially those in locations outside of Hackney;
- 5) More detailed information on the nature of the financial challenge faced by CAMHS, and a breakdown of budget across the sector;
- 6) Further information about pressures on staffing and how shortages are being managed within the service - could there be a more localised solution to staffing challenges?

7. Post 16 SEND Strategy - Cabinet response

- 7.1 The Commission made a number of recommendations to the Cabinet member for Families, Early Years, Parks and Play in April 2021 to support the development of a new Post 16 Strategy. The Cabinet members' responses to the Commissions' recommendations were as set out in the report pack.
- 7.2 The Chair had a number of questions in relation to the response which were as follows:
- 7.3 To clarify, will there be a dedicated strategy for Post 16 provision still as envisaged as this is not clear from this response?
 - The Cabinet member for Early Years, Families, Parks and Play responded: the Post 16 strategy will be integrated into a broader SEND strategy which will be included within the Preparing for Adulthood strand. It was one of four priority strands being brought forward within the overarching strategy. If the Commission feel that there is further work that is needed, then this can be picked up when the strategy is published. Expected to go to Cabinet in June 2022.
- 7.4 A key recommendation from the session was about increasing the number, scope and accessibility of supported internships, but the response does not make any reference to this - except that the internships programme has been recommissioned? Will the supported internship programme be increased?
 - The Cabinet member for Early Years, Families, Parks and Play responded: the strategy will encompass this, particularly in the way that it partners with other agencies to develop and extend the offer. There is a commitment to this locally, but there are pressures on resources to be able to match this. The Cabinet member would come back to the Commission with further details.
- 7.5 The Commission noted the cabinet member's response.

8. Children Centre Consultation

- 8.1 The Commission was consulted as part of the Early Years Strategy and the reconfiguration of Children's Centres in October of last year, and the Commission formally responded to the Consultation in November. A report of the public consultation was produced and enclosed for members to note.

8.2 As part of the Commission's work on this topic, parents of children attending Children's Centres which were proposed for closure were invited to set out their views and concerns. Hackney Education produced a response to the concerns of parents for members to note.

8.3 Members noted both reports.

9. Work Programme 2021/22

9.1 As this was the final meeting of the Commission in this municipal year, it provided an opportunity for members to reflect on the work programme for the past year in particular:

- What items have worked particularly well and have had impact;
- In what ways the Commission has worked best for members:
 - Multiple / single item agendas?
 - Pre-decision scrutiny?
 - Site visits?
 - External guests?
 - Working jointly with other Commissions?
- Those issues which remain a priority and likely to be taken forward in the next work programme

9.2 A summary of members responses is provided below:

- Cllr Sizer emphasised the importance of listening to different voices within the Commission and was assured that the Commission sought to do so within all its work. The Exclusions review was a very powerful piece of work and exemplified the approach of the Commission.
- Cllr Hanson suggested that there should be a one page summary for all reports that are presented to the Commission and there should be a key for any acronyms used. It was important that the reports submitted to the Commission remain accessible.
- Cllr Troughton indicated that the Exclusions work of the Commission was important and powerful, but it needed a summary report which could help get the key findings out to a wider range of stakeholders beyond this Commission. Priority should continue to be given to SEND. Members did struggle with the paperwork and it would be useful if more information could be placed in appendices.
- Jo Macleod suggested work on exclusions and SEND had been very impactful and momentum should be maintained on this work. Further priority should be given to mental health services and what impact that this has on young people locally. Additionally, the Commission should ensure that the voice of other stakeholders is heard within the meetings and through its work (children, parents, teachers). It was important that the Commission is not reliant on the reports of officers and to provide new information for consideration (e.g. its own research, site visits, focus groups).
- Cllr Peters - SEND provision and school exclusions should remain a priority for the Commission, taking into account the mental health needs of children and how

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services support them. In agreement with Cllr Troughton, it was important to provide key summaries of the achievements of the Commission which could be disseminated further. It was also important that the work of the Commission is promoted through social media. It was also suggested that the Commission should develop a glossary for the Commission which could be published alongside the reports with each agenda. The Commission should also not lose sight of the Ofsted inspection outcomes and ensure that that oversight is maintained of the council's progress.

- Cllr Selman - there was lots of interest in the exclusions report and it was important that there is a summary for wider dissemination. It would be helpful if further work can be done to facilitate greater engagement and involvement of Hackney Youth Parliament into the work of the Commission. More site visits would be welcomed.
- Cllr Young - although there were no opposition members, the quality of scrutiny was strong with good engagement from members and officers. It was noted that agendas were often full with lots of items and numerous reports. If this could be reduced, it may enable more follow up questions on topics. Time was limited and it was acknowledged that it was difficult to prioritise topics for inclusion.
- Cllr Bramble - appreciated the work of the Commission in highlighting what was working well and what needed to be improved, but also in holding Cabinet members to account. It was important to have a strong internal challenge to make sure that the council was doing the best for local residents.
- Cllr Conway - joint work undertaken with Health in Hackney on disproportionality in perinatal mental health was a good partnership piece of work which helped to scope this area. The scrutiny of commissioning of independent SEND provision was also positive and felt that this secured some positive outcomes for the service. Budget monitoring role has helped to provide additional oversight of the functions of the council and how these are aligned to policy and service development. It was also noted that best scrutiny occurs when young people and others are actively involved in its work. The work on housing support for care leavers was also a good example of cross commission work with Living in Hackney. It was noted that Child Q Safeguarding Practice Review was published today (14/3/22) which related to a strip search of a 15 year old girl in school which raises issues around safeguarding in schools and adultification bias. The Chair formally thanked the CHSCP for its leadership in this case. Mental health was also a severe challenge nationally which needed to be kept in the view of this Commission. Given that most children with SEND have their needs met through mainstream schools, the Commission should begin to assess at how well schools serve these needs. It would be helpful to develop the health side of the Commission's work and improve scrutiny in this area. Getting more parent groups coming to the meeting.
- Cllr Margaret Gordon- a youth-led scrutiny session would be a positive development for the Commission.

9.3 The next meeting of the Commission was scheduled for June 13th 2022. Given the upcoming elections and that the new Commission would not be confirmed until May

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25th 2022, it was suggested that items for the first meeting should be standing items (which the Commission takes annually) so to give officers enough time to prepare and so that scrutiny takes place.

Agreed: School Places and Childcare Sufficiency reports to be taken at the June 13th 2022 meeting.

- 9.4 The Chair formally thanked all members of the Commission for their support for its work throughout the year.

10. Minutes

- 10.1 Previous minutes were not available in time for the meeting and would be taken at the first meeting of the new municipal year.

11. Any other business

- 11.1 There were no other items of business.

Meeting closed at 9.40pm