

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

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

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

**Officers In Attendance**

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

**Members of the Public    2**

**Officer Contact:**

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**Councillor Sophie  
Conway in the Chair**

**Martin Bradford**  
☎ 020 8356 3315  
✉ martin.bradford@hackney.gov.uk

**1 Apologies for Absence**

1.1 There were no apologies for absence.

**2 Urgent Items / Order of Business**

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

**3 Declarations of Interest**

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

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

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

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

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

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

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

GLD – Early Years Foundation Stage

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

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

#### Questions

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

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

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

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

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

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

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

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

## Key Stage 2

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

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

## Questions

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

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

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

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

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

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

## Key Stage 4

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

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

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

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

#### Questions

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

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

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

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

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

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

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

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

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

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

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

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

#### Children and Families Service

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

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

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

Questions – Children and Families Service

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

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

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

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

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

5.7 What safeguarding guidance is available for home visits?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

#### Hackney Learning Trust

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

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

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

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

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

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

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

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

#### Questions for HLT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **7 Minutes of the Previous Meeting (8.30pm)**

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

## **8 Any Other Business**

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

**The Chair closed the meeting at 9.00pm.**

**The next meeting will be held on Monday 15<sup>th</sup> June.**

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Duration of the meeting: Times Not Specified