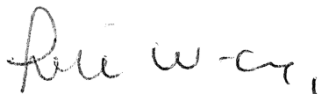


Date of issue

MEETING	EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL (Councillors Sharif (Chair), Kelly (Vice-Chair), Brooker, N Holledge, Matloob, Minhas, D Parmar, A Sandhu and Strutton) <u>Education Voting Co-opted Members</u> Paul Kassapian – Secondary School Representative <u>Education Non-Voting Co-opted Members</u> Alaa Fawaz – Slough Youth Parliament
DATE AND TIME:	WEDNESDAY, 17TH APRIL, 2019 AT 6.30 PM
VENUE:	VENUS SUITE 2, ST MARTINS PLACE, 51 BATH ROAD, SLOUGH, BERKSHIRE, SL1 3UF
SCRUTINY OFFICER: (for all enquiries)	THOMAS OVEREND 01753 875847

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



JOSIE WRAGG
Chief Executive

AGENDA

PART 1 PART I

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>	<u>WARD</u>
APOLOGIES FOR ABSENCE			
CONSTITUTIONAL MATTERS			
1.	Declarations of Interest <i>All Members who believe they have a Disclosable Pecuniary or other Interest in any matter to be considered at the meeting must declare that interest and, having regard to the circumstances described in Section 4 paragraph 4.6 of the Councillors' Code of Conduct, leave the meeting while the matter is discussed.</i>		
2.	Minutes of the Meeting held on 13th March 2019	1 - 6	
3.	Action progress report	7 - 8	
4.	Member Questions <i>(An opportunity for Panel Members to ask questions of the relevant Director/ Assistant Director, relating to pertinent, topical issues affecting their Directorate – maximum of 10 minutes allocated).</i>		
SCRUTINY ISSUES			
5.	Slough Children's Services Trust Achievements Report 2017-19	9 - 22	All
6.	School Attendance	23 - 54	All
7.	Joint Parenting Panel Quarterly Update	55 - 130	All
ITEMS FOR INFORMATION			
8.	Attendance Record	131 - 132	
9.	Date of Next Meeting - 16th July 2019		

Press and Public

You are welcome to attend this meeting which is open to the press and public, as an observer. You will however be asked to leave before the Committee considers any items in the Part II agenda. Please contact the Democratic Services Officer shown above for further details.

The Council allows the filming, recording and photographing at its meetings that are open to the public. By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings. Anyone proposing to film, record or take photographs of a meeting is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.

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Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 13th March, 2019.

Present:- Councillors Sharif (Chair), Kelly (Vice-Chair), Brooker, Matloob, Minhas, D Parmar and Strutton

Education Voting Co-opted Members:- Paul Kassapian

PART 1

44. Declarations of Interest

Councillor Preston Brooker declared a non-pecuniary interest in all agenda items in that he was a governor of Church Mead and Ryvers Schools, a member of the Foster Panel and the Joint Parenting Panel.

Councillor Paul Kelly declared a non-pecuniary interest in all agenda items in that he was employed at LHSPA in Britwell.

45. Minutes of the Meeting held on 7th February 2019

Resolved: That the minutes of the meeting held on 7 February 2019 be approved as a correct record.

46. Action Progress Report

Resolved: That

1. details of the Action Progress report be noted;
2. it be noted that a timescale had yet to be agreed for the implementation of the recommendations of the Children's Centres Task and Finish Group.

47. Member Questions

One written Member question had been received.

Councillor Brooker clarified that he wished officers to identify which schools still had spaces available in years 7, 8, 9 and 10 in September 2019.

Members commented that this question had been asked on a previous occasion but an answer had yet to be received.

Resolved: That the written answer be circulated to Members.

48. School Standards

Education and Children's Services Scrutiny Panel - 13.03.19

Members received a report and presentation which provided an overview of education outcomes in the Slough Early Years Foundation Stage (EYFS), Key Stage 2 (KS2), Key Stage 4 (KS4) and Key Stage 5 (KS5). In considering patterns of achievement for schools and groups of pupils, there would be improved strategic planning.

Following the presentation by the Service Lead, School Effectiveness, Members asked questions and sought clarification on a number of issues which were duly responded to including:

- the impact of Academies on the figures. Members requested clarification on this aspect; the officer responded that the LA does not examine differences in outcomes between academies and maintained schools
- whether any adjustments had made to address the impact on 'white disadvantaged girls', the group that appeared to be most affected. The officer advised that the School Improvement Board considered the data and set the priorities. The gaps between 'disadvantaged' and 'not disadvantaged' were quite small in Slough and the fluctuation in figures could be explained by the small cohort. A report outlining the initiatives in relation to 'disadvantaged white British students' was requested. The officer responded that the council does not provide school improvement support in this context and it is for schools to decide their own priorities. However some local initiatives such as the Local School Improvement Fund meant that some groups of schools have been working together to work on initiatives that would impact on this cohort.
- The Progress 8 scores at both selective and non-selective schools were above the national average and the outcomes at KS4 were positive.
- Clarification on EHCP was requested together with details on the number and the number of challenges to the plans received. Members requested that a report on this issue be submitted to a future meeting of the Panel;
- An explanation of the 30% reduction in performance of the 'Asian Pakistani' cohort from KS2 to KS4 was sought and Members were advised that the assessment measures at each key stage were completely different and could not be compared and also the figures referred to were in the same year. It was therefore not accurate to state that there is 30% reduction in outcomes for the Asian Pakistani cohort between KS2 and KS4. The progress 8 performance measure is more appropriate indicator of progress over time, but even there caution is required as the cohort at KS2 would not be the same cohort at KS4. The performance of this group was, however, above the national average at KS2 and KS4
- It was acknowledged that Headteachers aimed to ensure that all pupils made progress over time.

In response to a question in relation to Wrexham School and the further decline of the Progress 8 score, the officer advised that whilst he could not discuss individual schools, this school had recently been judged as 'Good' by

Education and Children's Services Scrutiny Panel - 13.03.19

Ofsted and worked well with the local authority. Broad reasons may be due to a change in methodology this year from previous years, and because some schools did not enter children for all Progress 8 subjects;

- Consideration to be given as to whether a Part II update may be required in the future if there were concerns in relation to a particular school.

The officer reported that the local authority has a good relationship with schools. This assisted in providing better support as facilitators in the school system.

Resolved: That the report be noted.

49. School Place Planning Update

The Panel received a report which provided an update on current school expansion projects, the latest pupil projections and proposals for meeting future demand, as set out in the School Places Strategy 2018-23.

The Principle Asset Manager outlined the content of the report and highlighted that both birth data and inward migration to Slough influenced place planning. Schools were currently accepting pupils over the planned admission numbers.

A Member expressed concern in relation to Special Educational Needs (SEN) and the Pupil Referral Unit (PRU) stating that good practice guidance indicated that children with SEN should not be placed in a school with a PRU as it could be damaging to their health and wellbeing. This was also contrary to the Council's five year plan. In response, the Panel was advised that Haybrook College had at least six facilities in different buildings and SEN pupils were not in the same classes as those from the PRU. However, some classes may currently be combined in Littledown School but the new Mila Centre will remove the need for such integration.

The Panel considered the intake of Slough students by both Langley Grammar and Slough Grammar Schools and questioned whether any priority was given to Slough pupils. The officer responded that Cabinet had focussed on this issue in 2014 and that Langley Grammar school was currently accepting an additional thirty pupils from Slough. In contrast, the Council did not provide Slough Grammar School with funding as it had not given preference to Slough pupils. Members requested details of the percentage of Slough children in each of the borough's grammar schools.

The Panel questioned whether there was adequate provision of school places given the new housing developments and regeneration in the area and sought reassurance that the number likely to be required in the future had not been underestimated. The officer advised that previous experience as well as the results of a detailed survey of 500 properties every five years was built in to the forecast figures. He undertook to raise Members concerns with the Director of Children, Learning and Skills.

Education and Children's Services Scrutiny Panel - 13.03.19

The Panel noted that some schools appeared to be oversubscribed whilst others were undersubscribed. Whilst this may be due to popularity of certain schools with parents/carers, Members indicated that it would be useful to have a discussion on the reasons for this at a future meeting.

Resolved: That the School Places Strategy 2019-23 and the principles for managing school places set out within the Strategy be noted.

50. Recruitment and Retention of School Teaching Staff

The Panel received a report which provided an overview of the national and local picture in relation to the recruitment and retention of teachers.

The Service Lead, School Effectiveness, outlined the content of the report and in response to a question from the Panel advised that there had been no progress on the proposal suggested several years previous that temporary accommodation be built for teachers.

The Education Co-opted Member advised that the recruitment and retention of high quality staff was a major concern. Whilst a number of issues including the status of the profession, teacher workload and pupil behaviour impacted on recruitment and retention, many in the profession regarded it as a vocation. The quality of some supply staff could be poor and the use of such staff was also a significant cost to a school.

The Panel expressed support in terms of raising the profile of the borough's academic success and to link this with the success in business. Celebration and promotion of the borough's successes in education may attract quality teaching staff.

Resolved: That the report be noted.

51. Forward Work Programme

Resolved: That:

(1) the School Improvement Programme be included on the 2019/20 work programme;

(2) the following items be included on the programme for 17 April 2019 meeting:-

- Implementation of SEND Reforms (including data on EHC plans)
- Slough Children's Services Trust Annual Report
- Attendance service - latest trends and unauthorised absences
- Joint Parenting Panel - quarterly update (if sufficient time otherwise defer to following meeting).

52. Members Attendance Record 2018/19

Resolved: That the Members Attendance Record for 2018/19 be noted.

Education and Children's Services Scrutiny Panel - 13.03.19

53. Date of Next Meeting - 17th April 2019

17 April 2019

Chair

(Note: The Meeting opened at 6.34 pm and closed at 8.30 pm)

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Education and Children's Services Scrutiny Panel – Actions Arising

7th February 2019

Minute:	Action:	For:	Report Back To: Date:
38	Members to agree timescale for implementing the recommendations of the Children's Centres Task & Finish Group with officers.	Michael Jarrett	ECS Scrutiny Panel July 2019

13th March 2019

Minute:	Action:	For:	Report Back To: Date:
47	That the written answer to the question received from Councillor Preston Brooker be circulated to Members.	Tony Madden	Circulated by email 09.04.2019
48	Officers to consider the impact of Academies on the school standards figures and advise Members accordingly.	Johnny Kyriacou	ECS Scrutiny Panel July 2019
48	Officers to prepare a report outlining the initiatives in relation to disadvantaged white British students.	Johnny Kyriacou	To be scheduled within the ECS Scrutiny Panel work programme for 2019/20
48	Officers to provide clarification on EHCPs requested, together with details on the number and the number of challenges to the plans received.	Vikram Hansrani	To be included in the item on SEND (ECS Scrutiny Panel July 2019)

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Making progress

Achievements Report
October 2017 to March 2019



“An increasingly strong culture of challenge, support and learning is helping to improve practice.”

**Ofsted inspection report
March 2019**

Foreword

The Trust is now in its fourth year and the last 18 months, which this report covers, has seen significant changes and a continued focus on developing and improving our services.

In April 2018, we said farewell to Nicola Clemo, who had been chief executive since the Trust was established and in October 2018 we welcomed Lisa Humphreys as our new chief executive.

The pace of improvement picked up over this period and in March 2019 we were delighted that after eight years of Slough's children's services being judged as 'inadequate', Ofsted recognised the hard work and commitment of staff and judged services as 'requires improvement to be good'.

This was a huge achievement and testament not just to the hard work and commitment of our staff, but also to the work of the council and our partners.

A number of areas were highlighted for praise. Ofsted judged that senior leaders in the Trust and council were working closely together, that there is an increasingly strong culture of challenge, support and learning, social workers are ensuring that children's needs are identified and responded to proactively and that social workers know their children, visit them regularly and build meaningful relationships with them.

There is, of course, much still to be done to ensure that all children and families always receive the services they need so that children in Slough are safe, secure and successful. We are working to ensure that the quality of assessment and plans for all children in all circumstances are good or better and we have plans in place that are intended to increase the stability of our workforce which will help us to ensure children and families can always build positive relationships with their social workers. Other areas of improvement will require the Trust to work with the council and partners so that together we can always deliver high quality and effective services.

We share with the council an ambition to always provide children and families with excellent services and to enable children in care to achieve their potential. We look forward to building on our achievements to date and working with the council to ensure that children in Slough are safe, secure and successful.

Robert Tapsfield
Board Chair



Robert Tapsfield



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Celebrations and events	10



Introduction

Welcome to Slough Children's Services Trust's (SCST) achievements report.

This report covers an 18 month period to 31 March 2019 allowing for the incorporation of the Ofsted inspection at the start of 2019 under its new framework - Inspection of Local Authority Children's Services (ILACS) - and also taking into account leadership changes at the Trust during the spring and autumn of 2018.

The Trust was established in October 2015 to manage children's social care services in Slough. These services had been judged as 'inadequate' since 2011 and an alternative delivery model was chosen as the best route to improving services.

Our ambition and vision is to deliver excellent children's social care services in Slough that will ensure children are safe, secure and successful.

To do this, we are striving to develop and sustain a viable not-for-profit organisation that is an employer of choice, has strong and inspiring leadership throughout the organisation, encourages innovation and works well with partners.

The Trust is currently contracted to deliver children's social care services until 2021. The need to continue to improve services has led to the Trust and the council to consider how best we can achieve this in the longer term.

Significant progress has been achieved in the last eighteen months and the main body of the report gives more details on these changes and on the improvements that been made.

However, there is much more still to be done and our focus is on working with the council and partners to continue to improve services so that all children in Slough can be safe, secure and successful.



Leadership changes

The last 18 months has seen significant changes in leadership, both at a senior and board level. Having steered Slough through its transition into the Trust and led its first two years of organisational development, chief executive, Nicola Clemo took a well-earned retirement in 2018.

Whilst recruitment for her replacement took place, the Trust benefitted from the guidance of an experienced director of children's services (DCS) and strategic leader, Andrew Bunyan, who filled the role on an interim basis from April to September 2018. After a rigorous recruitment process, which included questions from some of our children looked after, Lisa Humphreys started as the new chief executive in September 2018.

Leadership at the Trust was praised in the most recent Ofsted report, with an emphasis on the benefits of its increasingly strong partnership with the council. Improved management oversight and accountability over the last six to nine months were also highlighted. The link to the full report can be found in the next section.

The Trust Board has also undergone significant changes. As well as a new chief executive, two new non executive directors have been appointed, and the director of children's services at Slough Borough Council now sits as an observer.



Lisa Humphreys

Inspections, monitoring and outcomes

Monitoring visits

During the period this report covers, the Trust has received three Ofsted monitoring visits:

October 2017: This visit focused on looked after children and highlighted some areas of improvement but reported that support was inconsistent.

January 2018: The focus here was on children in need and early help and following the visit, Ofsted reported continued improvement in some areas including social work; appropriate priorities were in place but weaknesses in management oversight were also identified.

May 2018: This visit concentrated on children in care. The subsequent report stated that 'the service that children in care receive is much better than it was two years ago' and improvements in overall consistency were recommended.

LGA peer review

The Trust commissioned the LGA to complete a peer review in May 2018 and the findings mirrored those of the monitoring visits. Social work practice was improving but it remained inconsistent and that strengthening compliance and management grip had been a significant challenge.

Partners in Practice

The Trust also received agreement from the Department for Education to commission Essex County Council as Partners in Practice. Work carried out as part of this agreement included audits and workshops which gave staff insight into best practice in other local authorities.

Focussed inspections

In June 2018 the Trust also underwent an Independent Fostering Agency inspection by Ofsted which rated the service as 'requires improvement to be good' and a Voluntary Adoption Agency inspection during October and November 2018 which rated the service as 'good'.

Full Ofsted inspection

A single inspection framework (SIF) inspection was expected in autumn 2018 but following Ofsted's decision to introduce its new ILACS framework, the full inspection was delayed until January 2019.

The outcome of this full inspection was that after eight years of being judged 'inadequate', children services in Slough received the improved judgement of 'requires improvement to be good'. The report was published on 4 March, 2019 and noted that significant progress had been made and highlighted a number of achievements.

Areas praised included the recently introduced single integrated 'front door' for accessing early help and statutory social work services; the quality of social work including assessments; the virtual school which was described as having 'transformed'; and better support for care leavers, with the number in education, employment and training having increased.

'When children need help, care and protection, they receive much better support than they did at the time of the last inspection.'

'...senior leaders from the council and the trust now work closely together to deliver improved services for children.'

'An increasingly strong culture of challenge, support and learning is helping to improve practice.'

'Increased stability and development of the workforce have been key elements supporting practice improvement.'

A number of recommendations were also made including the need to improve the consistency of social work, the service provision for privately fostered children, the sufficiency of local placements and the stability of the workforce. The Trust is already in the process of acting on these points and will report progress in these areas in the next achievements report.

The full report can be found at the following URL: <https://files.api.ofsted.gov.uk/v1/file/50059652>



Self assessment

The latest Ofsted report highlighted that senior leadership at the Trust and the council 'have a realistic understanding of the work needed to further strengthen quality and standards. This is well articulated in the joint self-assessment.'

The self-assessment is an internal evaluation of services and something which all children's services and trusts are required to produce. The Trust's evaluation correlated with the Ofsted report and anticipated the judgement of 'requires improvement to be good'.

Social work practice

There have been many improvements in social work practice over the last 18 months, with Ofsted recently stating, 'Children in need of help and protection receive a much better service than they did at the last time of inspection.'

This section is not an exhaustive list of those achievements but highlights some key areas.

A new 'Front Door' and increased practical partnership working

At the end of 2018, the Trust introduced a single integrated 'front door' approach for accessing early help and statutory social work services. This has been strengthened by the addition of other agencies, including a health visitor, and the Multi-Agency Support Hub (MASH) is now located by the Front Door team.

A Domestic Abuse Triage system, involving daily meetings with the police, health partners, the Trust's domestic abuse co-ordinator and the front door team has been introduced to improve decision-making with these partners.

This is ensuring children's needs are identified and responded to proactively. Ofsted recently reported that workers 'respond effectively to all new enquiries' and partnership working was highly praised.

Feedback from our partners states that they have more confidence in the service being offered, that there are better working relationships and that Trust staff are increasingly responsive to issues raised.

Elsewhere, the Trust and council have also worked closely with health partners to commission additional services to close gaps in provision, eg Kooth and the Andy Clinic, for support with anxiety and depression, along with services and support to families whose children have Autism or ADHD.

Partnership work between Trust and healthcare colleagues to improve processes has been largely credited with a significant improvement in the number of children accessing health and dental checks and an increasing focus on improving children's emotional wellbeing.

Assessments, supervision, intervention

Much work has been done to improve assessments, as noted by Ofsted, which are now more consistently of good quality and include sound analysis and detailed context. Social workers strive to establish positive, meaningful relationships by visiting children with increasing regularity.

The child's voice is at the centre of the Trust's social work model and the wishes of children influence their own assessments and plans. The timeliness of assessments, along with CLA reviews, has also significantly improved.

Supervision, management oversight and compliance – something the Trust has previously been weaker on – has seen substantial improvement. Supervision now takes place regularly and managers oversee plans. Social workers are also given the opportunity to reflect on practice and planning for children through hub supervision. We are still working hard on this area to achieve greater consistency.

There has been an improvement in the effectiveness of interventions, which are increasingly resolving need early on. This is evidenced in several sets of data, including re-referral rates. These interventions are leading to sustained improvements in the lives of children and young people. Further information on this can be found within the performance indicators section on page 9.



Permanency planning

Since 2017/18 the Trust has seen better outcomes for Children Looked After through better permanency planning. Since January 2018, 18 children have been matched with permanent foster carers, all of whom were matches with their current carers. There has also been an improvement in the percentage of children who have been in the same placement for over two years.

Work continues to find more in-house foster carers within 20 miles of Slough, which would be both better for the child and more cost-effective.

Members of the adoption team now regularly attend permanency planning meetings which enable us to identify need from an early stage, meaning early permanency can be planned.

Ofsted recently reported that ‘Children’s permanence reports are thorough and children are well-matched moving quickly to live with their adoptive families and enjoy stability.’

Voice of the child

The Trust actively seeks the views of our children and young people to ensure they are contributing to and influencing the development and delivery of services and help bring about change in areas which matter to them.

Their activities during the year included playing a role in the recruitment of our new chief executive. A range of methods are used to engage and capture their views, wishes and feelings which include the Reach Out! forums (our Children in Care Council) and the ‘My Review...My Views’ consultation system.

Two of the Reach Out! group attended the All Party Parliamentary Group for Children Looked After at Westminster. As well as getting the opportunity to share their views about how mental health services could be made better, they also met Nadhim Zahawi, the Minister for Children and Families.

A transformed Virtual School

Our Virtual School was described by Ofsted as having been transformed and is extremely aspirational for our children.

We are proud of the academic and wide range of other achievements of our children and some of them are outperforming their peers.

Every child has a termly Personal Education Plan and the Virtual School provides strong support for improving attendance, reducing exclusions and actively supporting their education once they leave care.

Work is also underway to increase the number of work experience and enrichment opportunities, in partnership with the local business community.

Developments in care leaver support

Services for our care leavers, who are 18 plus, have seen much improvement.

Our local offer has been revised and clearly explains what is available to them. Personal advisors successfully support them to live independent lives, ensuring they are clear about their rights and entitlements.

The number of care leavers who are in education, employment or training has risen significantly.

There are strategic plans to drive improved outcomes, which will act on the recommendations of DfE advisor Mark Riddell who visited the Trust at the End of 2018, with one of the focuses being to ensure care leavers have sufficient appropriate housing.

Conclusion

The achievements the Trust has seen in social work practice are extremely encouraging. Going forward, we will be acting on the recommendations of the recent Ofsted reports, our own self-assessment and feedback from partners to continue to improve the quality and consistency of this work.

Innovation projects and targeted programmes

The Trust prides itself on being innovative and working in different ways to produce better outcomes through targeted prevention programmes. Below are some examples of our achievements in this area.



Innovation Hub

The Innovation Hub started in July 2017, funded through a DfE innovation grant which finishes at the end of March 2019. The purpose of the hub was to deliver sustainable change to families with social care needs, using a less social work based and more intensive model, with a team working around the family.

Social workers and family support workers, within this hub work with families intensively for 12 weeks to help de-escalate risk and need, providing an intensive service to help keep children out of care. There is a strong emphasis on partnership working with support from a seconded police officer, mental health worker and youth worker.

There has been very positive feedback from families but further to a review we have decided to deliver the services through teams across the Trust.

Inspiring Families

Inspiring Families is a holistic group assessment programme for families experiencing domestic abuse. Groups run weekly for 10 weeks with men and women in separate groups running in parallel and jointly. 67 couples have completed the Inspiring Families programme, with 125 children being supported (up to cohort 9).

Of these, only six couples have been re-referred for domestic abuse within six months of completing the programme. There have been no re-referrals for families who have completed the programme since June 2017 and there is also a large number of participant quotes from children, women and men saying how they are happier, feel safer and know how to deal with disagreements.

Pause Slough

Pause is a well evidenced national programme which works with vulnerable mothers who have previously had at least one child taken into care. In Slough, it has engaged and empowered 17 of the area's most vulnerable women, offering them intensive support through confidence building, role modelling and one-to-one work.

The history of these women would have predicted the birth of a child during the period they were being worked with, and therefore we estimate the programme has supported these women to prevent

13 births which undoubtedly would have led to admission into care and further care proceedings.

Youth Offending Team (YOT)

The YOT has seen a consistent decline in First Time Entrants (FTE), which are at their lowest for three years. This reduction of FTE is aligned with the YOT's increasing focus on preventative work. The YOT has also introduced a project to identify young people most at risk of re-offending and provide them with intensive intervention and one-to-one support.

The Slough Area Partnership, which includes YOT, has been awarded the Achievement for All Quality Mark 2018 for securing better outcomes for children and young people with special educational needs in the youth justice system.

Mockingbird

In November 2018 the Trust officially launched the Mockingbird Programme which provides a new way of offering support to our foster carers through an extended family model and by building a supportive community around the foster carers. The programme was introduced to the UK from the United States by the Fostering Network and currently there are only 20 local authorities in the country using the model.

Organisational resilience, governance and finances

Over the past 18 months, much of the focus has been on developing a resilient model for the future, with an emphasis on strengthening governance, building stability, improving quality and driving efficiency – all with the common aim of improving outcomes for vulnerable children and young people in Slough.

The Board and committees have met regularly and worked at the development of the overall Trust strategy and key deliverables, monitoring progress along the way. Governance arrangements have been further developed to ensure strong controls around decision-making which is part of the Trust's vision to ensure that all children are safe, secure and successful.

To support the development of strong governance, the Trust engaged accountancy firm RSM to carry



out internal auditing. The first area of focus was to ensure the risk register was fit for purpose. Following this, a decision was taken by the Board to create a risk and audit committee to provide assurances to the Board around risk management within the Trust. The audit plan has been based around key corporate risks identified by the Board, from the risk register.

In building the long-term stability of the Trust, there is recognition of the need to expand the permanent workforce and reduce the number of agency staff. This has become a priority, and recruitment, retention and development have been, and continue to be, key areas of focus.

Finances

The Trust has worked hard at carefully managing within its resources, with the cost base falling by 1% in 2017/18 and 8% in 2016/17. Expectation is for the cost base to fall further through 2019/20 with a number of one-off investments in 2018/19 coming to an end.

Staffing and placements are the two areas where the Trust spends most of its budget. In developing the right culture and model of work, the Trust has lost a number of staff and, as a consequence, there are higher levels of agency staff than initially planned.

Despite this, the Trust has succeeded in reducing agency spend which has decreased by over 40% since 2016/17.

The creation of a social work academy to 'grow our own' social workers is expected to make further progress in reducing the need for agency staff and building greater stability in the workforce.

Spend on placements has reduced since 2016/17, despite a 12% growth in demand over the same period. This reflects the increased focus on permanency planning and the fact that timely placements with special guardianship orders and adoption have increased.

As well as this, in-house resources for fostering and residential placements have been further developed. This combination of factors has enabled us to make placements more cost effective where possible and to offset the continuing growth in demand.

The council has supported the Trust with additional funding in the budgets for 2019/20, allowing for demographic growth, which will help the Trust to deliver ongoing balanced budgets.

The Trust's commissioning function has been developed, with the introduction of contract management and commissioner posts. This has enabled both the contracts with providers and the quality of the services they deliver to be more closely monitored.

The Trust works from its commissioning strategy, alongside the draft sufficiency strategy, and has joined the Southern Consortium for Residential Placements which allows for a wider pool of providers to help with the provision of sufficient placements at competitive prices.

The tender for our short breaks services is ongoing and expected to be delivered in the first quarter of 2019/20.

Measuring performance

Quality assurance and performance management arrangements have been strengthened, as highlighted in the latest Ofsted report, supporting our vision to ensure that children are safe, secure and successful.

Regular performance surgeries provide an understanding of practice and accountability across the service.

Performance information is now readily available for managers, including a live reporting tool which is beginning to provide more effective oversight of day-to-day practice. The Trust is working on a self-serve reporting tool, developing exception reporting where not covered by the dashboard tool.

This is a major step in delivering timely information aimed at driving accountability through the Trust and improved recording of data which will enable greater strategic decision-making at the right time.

During the period of this report, the processes around data collection have been improved and, consequently, our data is of a higher quality. This is crucial for measuring our performance against various criteria and ensuring we are delivering better outcomes for children.



Below are a number of performance indicators which evidence service improvements across a number of areas. Most are benchmarked, giving us solid evidence of our progress compared to statistical neighbours and the national average.

Performance indicators

- Repeat referrals reduced from 20% to 15% (from 31/03/2018 to February 2019) demonstrating the effectiveness of social worker interventions. This compares favourably with 19% for our statistical neighbours and an England average of 22%.
- The number of repeat child protection plans has more than halved from 23% to 11% (from 31/03/2018 to February 2019). For statistical neighbours, this figure is 19% and the England average is 20%.
- The number of child and family assessments authorised within 45 working days has increased from 58% to 72% (from 31/03/2018 to February 2019). This shows significantly improved timeliness, although still needs further improvement, given statistical neighbours stand at 87% and the England average is 83%). Overall, the quality of assessments has improved with more detailed context and analysis of risk, and management oversight of assessments is also improving.
- Children subject to child protection plans rate per 10,000 has increased from 38 to 50 (from 31/03/2018 to February 2019). This is now more closely aligned with our statistical neighbours' rate of 55. The England average is 45.
- CLA rate per 10,000 has increased slightly from 49 to 49.5 (from 31/03/2018 to February 2019) but still remains below statistical neighbours (62) and England average (64). The number of children in care proceedings has increased and the number of children accommodated under Section 20 has reduced. 95.4% of CLA have timely reviews, with 94.9% of children participating. DfE benchmarking data is not available.
- The number of CLA with an up-to-date health assessment has increased from 86% to 95% (from 31/03/2018 to February 2019) through joined-up working with partners. This compares favourably with 91% for statistical neighbours and an England average of 88%).
- 87% of our children attend 'good' or 'outstanding' schools. All of our CLA have a current personal education plan (PEP). DfE benchmarking data is not available.

Our Workforce

The recruitment of a permanent workforce remains a priority for the Trust and a number of activities during the last eighteen months have supported this, including advertising through different media, attendance at recruitment events and the implementation of a master vendor contract.

In September 2018, the Trust had a stand and a presenter slot at one of the UK's main social work recruitment events Community Care Live. The stand attracted a number of people who took part in informal interviews and were then invited to an open day at our offices the following weekend. The Community Care Live event was followed soon after by Social Work in the South, a similar social worker recruitment exhibition located in Winchester.

In addition to this, the expansion of the social work academy is supporting our 'grow your own' approach to the workforce. The academy will not only support ASYE and Step-up students, it will encompass the new social work apprenticeship model and will reach out to support the ongoing development of all social work staff.

The Trust has created a learning environment where continuous professional development is encouraged and expected to ensure we are constantly improving as individuals and as an organisation. The formation of our learning and development offer has been crucial to this.

The staff survey conducted during October and November 2018 produced a number of positive indicators.

79% of staff agreed they received regular supervision, 72% agreed it was of a good quality and 78% agreed that it enabled them to reflect on practice. 36% of staff disagreed they have a manageable workload and 26% disagreed they have a good work/life balance. 92% of staff agreed that the work they do helps improve the wellbeing and safety of children and young people and only 3% disagreed that the Trust values and respects the work that social workers do with children and young people. Encouragingly, only 11% disagreed that they would recommend the Trust as a place to work.

Clearly the results show there is room for improvement but it is an encouraging starting point.



We are working with a number of external providers to support alternative training methods which will have an impact on practice, while growing the competencies of staff.

Celebrations and events

Celebrating our staff, children, young people and foster carers and recognising their achievements helps us to build a positive culture at the Trust where people feel valued and appreciated.

There is also a need to shout about the Trust as a whole through events, so the public, potential employees and potential foster carers know who we are, what we stand for and what we are striving to achieve. A significant amount has been achieved in this area over the last 18 months.

Our staff

Staff are our most valuable asset and, aside from many specific training events, we have held two Trust-wide conferences in the last 18 months, in November 2017 and December 2018. These focused on bringing staff from across the organisation together, sharing best practice and sharing views. Feedback was positive and the information gathered will be used to help shape future changes.

At the latest staff conference, we launched our staff appreciation scheme, Thanking You. This involves staff writing thank you notes to colleagues for a positive difference they have made through their work or within the workplace. These notes get displayed for everyone to enjoy and, at the end of each month, staff who have been thanked go into a draw to win a voucher. This has been running since January 2019 and, so far, feedback has been positive.

Our children

Being aspirational for our children is central to the Trust and so we are keen to celebrate them and recognise their achievements – something which is important for every child but even more so when you have had such a challenging start to life. Each year we hold a celebration event for our children.

In 2018 this was in November. In February 2019, we held a similar event, which saw children awarded for special achievements, performances from children and a motivational speech from BBC broadcaster

Ashley John-Baptiste who grew up in care. Feedback was positive and we will be reviewing how we continue to celebrate and recognise our children going forward.

Our foster carers

The incredible work of our foster families has been recognised through a number of events during this period including our annual celebration and awards ceremony which takes place during the autumn. It is an opportunity for us to show our appreciation for their work and for our network of foster carers to meet each other.

We organised a mid-year celebration for the children of foster carers called 'Kids Care 2', which recognises and values the importance of the children who share their home and family with foster children.

Going forward

The last 18 months has seen significant progress and achievements right across the Trust, including stronger leadership, improvements in the quality of social work and an increasingly stable workforce. There has been much to celebrate, with improved outcomes for our children and families.

As we move into the first quarter of the 2019/20 financial year, we will build on this progress with our partners, making changes which take on board the recommendations for improvement from our latest Ofsted report and enable us to continue on our path to 'good'.

Our strategic key objectives going forwards are clear:

- A commitment to improving services to 'good', through a continued shared vision and effective social work models in practice.
- A commitment to strengthening our workforce stability and capacity.
- A commitment to delivering services which are efficient and value for money.

These objectives will drive the Trust forward, as all staff strive to achieve them as one team. We look forward to our next report when we anticipate updating on further progress across a number of areas.





*Fostering recruitment Asian Star interview
January 2018*



*Fostering recruitment at Eid Funday
August 2018*



*Foster carer awards
November 2018*



*Mockingbird launch
November 2018*



*Social Work in the South
November 2018*



*Children looked after awards
February 2019*



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SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel

DATE: 17th April 2019

CONTACT OFFICER: Vikram Hansrani, Service Lead Inclusion
Jeannette Walker, Attendance Team Manager
(For all Enquiries) (01753) 787674 / 875256

WARD(S): All

PART I**FOR COMMENT & CONSIDERATION****SCHOOL ATTENDANCE**1. **Purpose of Report**

The purpose of the report is to provide the panel with up to date information about school attendance in Slough schools.

2. **Recommendation(s)/Proposed Action**

The Committee is requested to note the report and comment upon it.

3. **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

School attendance is linked to the LA's focus on the wider determinants of health such as education and training, housing, the economy and employment.

More young people should be able to leave education with the qualifications and skills they need to fulfil their aspirations.

3a. **Slough Joint Wellbeing Strategy Priorities**

School attendance is linked to the LA's priority of protecting vulnerable children.

3b. **Five Year Plan Outcomes**

Slough children will grow up to be happy, healthy and successful.

4. **Other Implications**(a) **Financial**

There are no financial implications of proposed action.

(b) **Risk Management**

The report is for information so this does not apply.

(c) Human Rights Act and Other Legal Implications

The report is for information so this does not apply.

(d) Equalities Impact Assessment

The report is for information so this does not apply.

5. **Supporting Information**

5.1 **Legal Background**

Parents have a legal responsibility under The Education Act to ensure that their children receive a suitable full-time education. This can be by regular attendance at school, at alternative provision, or otherwise (e.g. the parent can choose to educate their child at home).

Schools have a duty to monitor the attendance of all pupils on their roll and to take appropriate action when a child is not attending regularly. This could include contacting parents, arranging meetings with parents or sending warning letters. The Local Authority (LA) has a duty to enforce school attendance where it is identified the child is not attending school regularly.

The Department for Education categorises a child as a Persistent Absentee (PA) if they miss 10% or more of their possible sessions.

Slough Borough Council's Attendance Team is responsible for enforcement action for pupils of statutory school age and penalty notice's (fines) are an intervention available to promote better school attendance. Good attendance is essential to children's educational prospects.

5.2 **Absence Indicators**

School absence is monitored using 2 indicators

- (a) Overall Absence. This is the percentage of days lost to absence at a school or across a whole LA over a school year
- (b) Persistent Absence. This is the percentage of pupils at a school or across a whole LA who missed 10% or more of their possible sessions

5.3 **Issuing fines**

If a pupil has missed 5 days in a 12 week period and this was not authorised by the school, a fine warning can be issued to parents. If attendance does not improve then they will be fined £60 per parent per child. If it is not paid within 21 days this increases to £120. In the case of holidays during term time a fine is issued without a warning if they miss 5 consecutive days.

In 2017/18 there were 1535 fines issued in Slough. 89% of fines issued were for unauthorised family holiday and 11% for other unauthorised absence.

70% of fines issued were for primary aged pupils, 28% for secondary aged pupils and 2% for pupils attending special schools.

Fines are available to all authorities to use to address school attendance and in England 260,877 fines were issued during 2017/18.

Fines give parents an opportunity to discharge their liability for the offence committed by failing to ensure their child attends school regularly. Parents can be

prosecuted if they do not pay the fine. Decisions about prosecution are taken on a case by case basis.

The table below shows the growth in numbers of fines issued over the last 5 years;

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of fines issued	481	1112	1025	1274	1535

5.4 Prosecutions

If a pupil is missing more than 10% of their time at school, despite actions taken by the school, the case can be referred to the LA. The LA will initially contact the parent and if this does not result in an improvement within 6 weeks, recommend to the school that enforcement action is taken. In a minority of cases this leads to prosecution resulting in court imposed fines and a criminal record. In 2017/18 there were 47 prosecutions and all parents were found guilty.

5.5 Absence Statistics

Attendance across all LAs is monitored by the DfE. Absence data is published annually and the most recent national data for 2017/18 was published in March 2019.

The table below shows the overall, authorised, unauthorised and persistent absence rates in Slough for the last 5 years. The latest National data is also shown;

	Slough 2013/14	Slough 2014/15	Slough 2015/16 **	Slough 2016/17	Slough 2017/18	Latest available National Data 2017/18
Primary						
Overall	4.0	4.2	4.3	4.2	4.4	4.2
Authorised	3.1	3.1	3.2	3.0	3.2	3.0
Unauthorised	1.0	1.1	1.1	1.2	1.2	1.1
Persistent Absence	1.7	2.0	8.7	8.5	9.4	8.7
Secondary						
Overall	4.3	4.3	4.4	4.4	4.6	5.5
Authorised	3.3	3.4	3.4	3.4	3.5	3.9
Unauthorised	0.9	0.9	1.0	1.0	1.1	1.6
Persistent Absence	2.2	2.8	8.9	8.8	9.4	13.9
Special Schools						
Overall	10.6	10.7	11.0	10.9	11.4	10.2
Authorised	8.5	9.2	10.7	10.5	9.2	8.0
Unauthorised	2.1	1.5	0.3	0.4	2.3	2.2
Persistent Absence	17.9	17.3	33.0	32.4	34.2	29.6
All Schools - Primary, Secondary and Special Schools						
Overall	4.3	4.3	4.4	4.3	4.6	4.8
Authorised	3.2	3.3	3.3	3.3	3.4	3.5
Unauthorised	1.0	1.0	1.1	1.1	1.2	1.4
Persistent Absence	2.1	2.5	9.0	8.9	9.7	11.2

** In 2015/16 the PA threshold set by the DfE was reduced from 15% to 10% and a change in the methodology introduced.

Slough is above national average across the primary and special schools sector and below national average across the secondary sector.

A report published in March 2019 by the DfE shows nationally;

- An increase in overall absence since 2016/17 due to higher rates of both authorised and unauthorised absence.
- Absence in special schools has been increasing at a faster rate than primary or secondary schools
- The rises in unauthorised absence in recent years is most marked in special schools and primary schools.
- Persistent absentees account for almost a third (32.4%) of all authorised absence and more than half (54.1%) of all unauthorised absence

Actions are being taken to address the primary and special schools attendance in Slough with 70% of fines issued in 2017/18 for primary aged pupils and an increase in enforcement action across special schools.

An Attendance Guidance Pack published to all schools contains clear processes for making referrals to the Attendance Service. All schools have an allocated Attendance/CME Officer to work with.

5.6 The table below shows how Slough is ranked nationally (152 LAs) and against statistical neighbours (group of 11 LAs) in 2017/18;

	Overall absence % 2017/18	Slough's ranking with statistical neighbours (group of 11 LAs). The lower the ranking the higher the absence	Slough's ranking nationally (out of 152 LAs) The lower the ranking the higher the absence
Primary	4.4	7 th	110 th
Secondary	4.6	1 st	4 th
Special	11.4	6 th	122 nd
All Schools	4.6	3 rd	33 rd

5.7 The table below shows the reasons for overall absence for all Slough schools for the last 5 years;

Authorised Absence

Absence Code	13/14	14/15	15/16	16/17	17/18	Latest available National Data 2017/18
C (Other authorised)	4%	4%	4%	5%	5%	6%
E (Exclusions)	0%	1%	1%	1%	1%	2%
H Family Holidays (agreed)	2%	1%	1%	1%	1%	1%
I Illness	60%	61%	57%	55%	57%	55%
M (Medical/Dental Appt)	4%	5%	4%	5%	5%	6%
R (Religious Observance)	3%	3%	6%	5%	3%	1%
S (Study Leave)	0%	0%	0%	0%	0%	1%
T (Traveller Absence)	0%	0%	0%	0%	0%	0%

Unauthorised Absence

Absence Code	13/14	14/15	15/16	16/17	17/18	Latest National Data 2017/18
G Family Holidays (not agreed)	8%	7%	7%	8%	8%	8%
N (No reason given)	3%	2%	2%	3%	2%	1%
O (other unauthorised)	16%	16%	16%	16%	16%	17%
U (Late after registers)	1%	1%	1%	1%	1%	2%

Slough is either in line or lower than national average across most absence categories for 2017/18 with the exception of authorised “illness” and “religious observance” (2% higher) and unauthorised “no reason given” (1% higher).

Nationally, illness is the main driver for overall absence and unauthorised holiday absence has been increasing gradually since 2006/07 whilst authorised holiday absence is much lower.

From September 2013 a regulations amendment clarified that term time leave may only be granted in exceptional circumstances.

5.8 Unauthorised Absence in Slough

In 2017/18 the number of days lost to unauthorised absence in Slough were;

Primary	34390 days
Secondary	21280 days
Special Schools	1140 days

Around 30% of unauthorised absence is due to Family holidays (not agreed).

In Slough in 2017/18, 1083 pupils took between 5 and 9 days unauthorised holiday, and 501 pupils took 10 or more days of unauthorised holiday.

6. Comments of Other Committees

This report has not yet been seen by any other committees.

7. Conclusion

The Attendance Team’s current priorities are to:

- Work with special schools to improve attendance rates
- Improve attendance at primary and secondary schools where possible

8. Appendices

- ‘A’ - Penalty Notice Protocol
- ‘B’ - Attendance Guidance Pack for Schools

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Slough Borough Council

Penalty Notice Protocol

1. Legal Basis

- 1.1 Section 23 of the Anti Social Behaviour Act 2003 empowers designated Local Authority (LA) Officers, Head Teachers (& Deputy and Assistant Headteachers authorised by them) and the Police to issue Penalty Notices in cases of unauthorised absence from school. The Education (Penalty Notices) (England) Regulations 2004 came into force on 27th February 2004.
- 1.2 The issuing of Penalty Notices must conform to all requirements of the Human Rights Act and all Equal Opportunities legislation. The LA has the prime responsibility for developing the protocol within which all partners named in the Act will operate. It is recommended that the Attendance Service is responsible in Slough for the issuing of Penalty Notices to ensure consistency.

2. Rationale

- 2.1 Regular and punctual attendance at school is both a legal requirement and essential for pupils to maximise their educational opportunities. In law an offence occurs if a parent/carer fails to secure a child's attendance at a school at which they are a registered pupil and that absence is not authorised by the school. Penalty Notices supplement the existing sanctions currently available under Section 444, Education Act 1996 or Section 36, the Children's Act 1989 to enforce attendance at school where appropriate.
- 2.2 The Attendance Service is responsible for enforcement of attendance. Parents and pupils are supported by schools and the LA to overcome barriers to regular attendance. However sanctions are sometimes necessary where parental co-operation is either absent or considered insufficient to resolve the problem. Sanctions are never used as a punishment, only as a means of enforcing attendance where there is a reasonable expectation that their use will secure an improvement.

3. Circumstances where a Penalty Notice may be issued:

- 3.1 A Penalty Notice may only be issued in cases of unauthorised absence. The issue of a Penalty Notice can be appropriate:
 - In cases of overt truancy (including pupils caught on truancy sweeps)
 - In cases of parentally-condoned absence, where this can be demonstrated. This may include instances of parents stopped on truancy sweeps whilst accompanied by their children
 - In cases of persistent late arrival at school after the register has closed
 - In cases where the extended leave policy is not followed
 - In cases where an excluded child is found to be in a public place during school hours without reasonable cause (and it is for the parents to prove justification)

To ensure consistent and fair delivery of Penalty Notices, the following criteria will apply:

- Use of Penalty Notices shall be restricted to one per pupil per academic year. The issue of notices to families with more than one poorly attending pupil will be considered on a case by case basis.
- The pupil concerned must have lost at least 10 sessions (5 school days) to unauthorised absence during a 12 week period
- The parent/carer shall receive a formal warning that a Penalty Notice is about to be issued, and shall be given a maximum of 15 school days to demonstrate an improvement in the pupil's attendance. Where the extended leave policy has not been followed there will be no formal warning.
- Penalty notices will be issued on a per parent per child basis.

4. Procedure for issuing Penalty Notices:

4.1 The Attendance Service will issue Penalty Notices in Slough. This will ensure consistent and equitable delivery, maintain home-school relationships and take into account any other interventions by other services. Notices will only be issued following the agreement of the Headteacher or a nominated Deputy. Penalty Notices will only be issued by post and never as an on the spot action; this to ensure that all evidence supports the issue of a notice and to meet Health & Safety requirements.

4.2 The Attendance Service will receive requests to issue Penalty Notices from schools, Thames Valley Police and schools within neighbouring LAs. These requests will be actioned provided that:

- all relevant information is supplied in the specified manner
- the circumstances of the pupil's absence meets all the requirements of this Protocol,
- family circumstances/ability to pay is taken into account e.g. there may be cases where multiple Penalty Notices could be issued to one family and this may not have the desired outcome.
- the issue of a Penalty Notice does not conflict with other intervention strategies in place or other enforcement sanctions already being processed.
- the neighbouring LA has given their agreement to the action

The Attendance Service will respond to all requests within 10 school days of receipt and where all criteria are met will:

- issue a formal written warning to the parent/carer of the possibility of a Penalty Notice being issued.
- in the same letter set a period of 15 school days within which the pupil must have no unauthorised absence.
- issue a Penalty Notice through the post at the end of the 15 day period if the required level of improvement has not been achieved.

5. Procedure for withdrawing Penalty Notices:

Once issued a Penalty Notice will only be withdrawn in the following circumstances:

- proof has been established that the Penalty Notice was issued to the wrong person
- the use of the Penalty Notice did not conform to the terms of this Protocol
- the Attendance Service is advised about other exceptional circumstances that were not known at the time the notice was issued.

6. Payment of Penalty Notices:

- 6.1 Arrangements for payment will be detailed on the Penalty Notice. Payment of a Penalty Notice discharges the parent/carer liability for the period in question and they cannot subsequently be prosecuted under other enforcement powers for the period covered by the penalty Notice.
- 6.2 Parents will be required to pay a fine of £120 if paid within 28 days. Parents may pay the lesser amount of £60 if they do so within 21 days. The LA retains any revenue from Penalty Notices to cover enforcement costs (collection or prosecuting in the event of non-payment).

7. Non-payment of Penalty Notices:

Non-payment of a Penalty Notice will result in the withdrawal of the Notice and may trigger the prosecution process under the provisions of Sec 444, 1996 Education Act.

8. Policy & Publicity

The LA will include information on the use of Penalty Notices and other attendance enforcement sanctions in any public information material.

9. Reporting & Review:

- 9.1 The Attendance Service will report as required to Primary and Secondary Schools and other relevant bodies on the deployment and outcomes of Penalty Notices.
- 9.2 The Attendance Service will review the use of Penalty Notices at regular intervals and update the protocol.

Tony Browne
Service Lead Access & Inclusion

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ATTENDANCE SERVICE

GUIDE FOR SCHOOLS

ACADEMIC YEAR 2018 - 2019

DOCUMENT NOTES

This document provides information and guidance to all schools in relation to;

- **Definition of “Parent”**
- **Persistent Absence (PA) Thresholds**
- **Religious Observance**
- **Attendance Concern Referral**
 - Persistent Absence (PA) – 10% or more absence rate
- **Enforcement Referrals**
 - Warning of Penalty Notices
 - Issue of Penalty Notice
- **CME/Pupil Tracking**
 - CME Referral Form (see further guidance in relation to CME attached separately)
- **Deletions from the school roll (Off Roll)**
- **Contact details**

Definition of Parent

The definition of "Parent" for the purpose of this document and the referral forms is;

Under *section 576* of the *Education Act 1996* (EA 1996), a "parent" in relation to a *child* or *young person* is defined as:

- The natural parents of a child, whether they are married or not.
- Anyone who although not a natural parent has parental responsibility for a child.
- Any person, who although not a natural parent, has care of a child.

Persistent Absence Definition

From 2015/16 a pupil enrolment is identified as persistent absentee if they **miss 10% or more of their possible sessions.**

Whole school PA calculation (compulsory school aged pupils)

$$\text{Persistent Absence rate} = \frac{\text{Number of enrolments classed as persistent absentees}}{\text{Number of enrolments}} \times 100$$

History of Persistent Absence Methodology

Description of persistent absence measure	Academic years
10% or more of sessions missed (based on each pupil's possible sessions)	2015/16 onwards
Around 15% or more of sessions missed (based on a standard threshold)	2010/11 to 2014/15
Around 20% or more of sessions missed (based on a standard threshold)	2005/06 to 2009/10

Further Information

Further information on absence statistics can be found on;

www.gov.uk/government/publications/absence-statistics-guide

Last updated: March 2018

Religious Observance

The DfE guidance (*School Attendance Nov 2016*) on religious observance states that;

Code R : Religious Observance

Schools must treat absence as authorised when it is due to religious observance.

The day must be exclusively set apart for religious observance by the religious body to which the parents belong.

Where necessary, schools should seek advice from the parents' religious body about whether it has set the day apart for religious observance

Important note;

Leave for: Dawoodi Bohra Islamic Community and Ashara

Following careful consideration of legal representations and subsequent clarification regarding Ashara, Slough Borough Council has agreed to authorise absence requests for Ashara in accordance with the Department for Education guidance.

It is the understanding of SBC that requests for this specific observance cover a nine day period and the whole period should be authorised as religious observance.

Parents requesting leave for their child should do so in accordance with the schools policy.

It is recommended best practice that Schools provide written responses to all leave of absence requests.

SBC understands that this may cause some concern for schools that are affected by such requests however schools are encouraged to follow this guidance to avoid any potential further legal challenges.

Enforcement Referrals – Warnings and Fines Proforma

Purpose and when to use

- This form is to be used to submit a request for the Local Authority to start immediate enforcement by issuing either a “warning of fine” or a Penalty Notice (instant fine) to parent/s of a statutory aged child related to unauthorised absence.
- The aim of using warnings and fines is for the purpose of improving a child’s attendance to a satisfactory level.

Thresholds

- **Warning of fine**
 - 10 sessions of unauthorised absence in any 12 week period – absences do not have to be consecutive but must be recorded in the register as unauthorised (codes include “O”, “U” and “G”)
 - Warnings of fine provide the parent with a specified 3 school week period in which there can be no further unauthorised absence. If there are any unauthorised sessions within this warning period then a fine is automatically issued (unless there are exceptional circumstances).
- **Issue of instant fine (for unauthorised holidays)**
 - 10 consecutive sessions of unauthorised absence which must be recorded in the register as code “G”
 - Instant fines do not provide the parent with any warning period

Decision making

Once thresholds have been reached, the general rule to assist the decision making process for schools when deciding if a warning/fine should be issued is;

- Only issue a warning if your school is prepared for the parent/s to be fined
- Only issue a fine if your school is prepared for the parent/s to be prosecuted (if they do not pay the fine)

Once you have decided to start enforcement then the Headteacher **must** sign the Proforma for the LA to start enforcement action.

Which parent/s should be included on the form?

- Your school records may show the details of both parents with both having PR, however, it may not always be appropriate to include both parents on the proforma, if for example, only one parent is actively involved with getting the child to school on a daily basis

- The parent/s whose details you enter onto the form will be the parent/s that we issue a warning/fine to and could therefore ultimately be prosecuted if the attendance continues to be a concern

What is school required to do?

- **Warning of fine**
 - Ensure the thresholds (above) have been met
 - Complete the proforma including parents full names
 - Inform the LA at the time of referral if they are aware of any circumstances with the child/family that has contributed to the absence i.e. bullying, medical / health conditions (including information on any evidence provided to school) or family issues
 - Include details of what, if any, interventions the school has already taken to address concerns i.e. telephone call, meetings held with parent, home visits
 - Monitor the child's attendance carefully throughout the warning period
 - School will not routinely authorise any further absences without supporting evidence and that parent/s will be advised of this fact and that this referral has been made to the Attendance Service
 - Inform the LA of any changes in register codes or pupils circumstances since the initial referral
- **Instant fine (PN)**
 - Ensure the thresholds (above) have been met
 - Complete the proforma including parents full names
 - Attach a copy of the "leave of request" form submitted by the parent
 - Referrals must be made for instant fines within 4 weeks of the child's return to school following the absence period. Referrals submitted after this time reduces the possibility of progressing through the enforcement process due to legal requirements and may not be accepted by the LA

What will the LA do once a referral is received?

- **Warning of fine**
 - Check the form is completed as required and review all supporting information
 - Action the referral within 10 days of receipt
 - Issue the "warning of fine letter" to the parent stating the 3 week (15 school days) warning period
 - An email will be sent to the schools email address via egress informing them of the warning period dates
 - Respond to parent queries in relation to the warning letter (there may be occasions that we need to refer back to school but in general terms we will keep all queries at LA level where possible)
 - Review the child's attendance at the end of the warning period and;
 - proceed to the issue of a fine if further unauthorised absences have occurred – where possible we will use the B2B data for

this action without the need to clarify the position with schools
OR

- Close the referral with no further action if attendance has improved or absences during the warning period have been authorised by the school

- **Issue of fine**
 - Check the form is completed as required and review all supporting information
 - Action the referral within 10 days of receipt
 - Issue the fine to the parent/s
 - An email will be sent to the schools email address via egress informing them of the issue of the fine
 - Respond to parent queries in relation to the fine (there may be occasions that we need to refer back to school but in general terms we will keep all queries at LA level where possible)
 - Monitor the enforcement process and payment of fine/s
 - If payment is made no further action will be taken at this stage (parent has discharged their liability for this offence) – schools should contact the LA if attendance becomes a concern again via a new referral
 - If no payment is made the LA will, along with legal services, consider prosecuting the parents under The Education Act 1996 (*see notes below on prosecution*)

Form Completion

- All sections of the form must be completed in full
- Parent/Carer details must include the “Full name” - both the first name and the surname
- School should check and confirm ;
 - the address of the child – a verbal address check with the pupil is beneficial and reduces complications in the enforcement process further down the line (45 fines were withdrawn in the last academic year due to incorrect names and addresses)
 - the parent included on the proforma is actively involved with the child’s schooling on a daily basis
- Please ensure that you attach a copy of the registration certificate to the referral form
- Completed forms should be submitted by secure email as a word document, along with a copy of the registration certificate and sent to attendance@slough.gov.uk

Number of Fines That Can Be Issued

- SBC’s protocol states that parent/s will only be issued with **one fine per academic year**. If attendance continues to be a concern following this, alternative enforcement can be taken i.e. Panels/prosecution

Prosecution

- If parent/s do not pay the fine prosecution will be considered.
- It is important for schools to know that although fines have not been paid, it is not always appropriate for prosecution to take place as various factors need to be considered at this stage which includes child's overall attendance, improvements made throughout the enforcement process, social care/other agency involvement and if such prosecution is "in the public's interest"
- The decision regarding prosecution ultimately lies with Slough Borough Council's legal services
- School will be notified by email via Egress of cases proceeding to court for prosecution
- When a case does go to court it is important for schools to know that if a parent pleads "not guilty" in court, the case is automatically listed for "Trial". At this stage the Headteacher (or designated person) may be called as a witness and subject to cross examination from the parents, their legal representative and the court

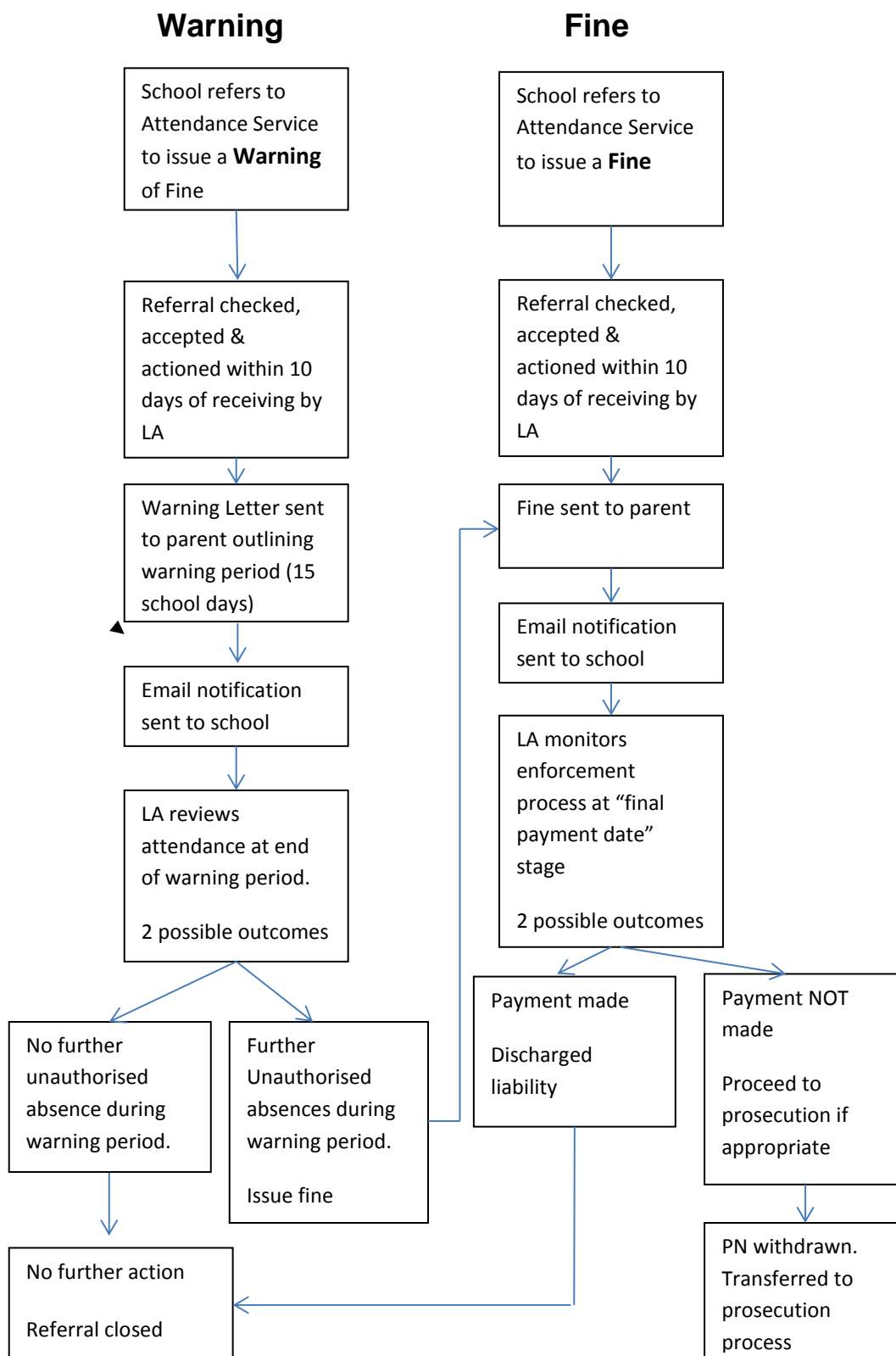
Withdrawal of fines

- There are occasions when schools request a fine to be withdrawn and the following needs to be considered;

Within protocol there are only 4 official reasons that the LA can withdraw a fine once it has been issued which are;

- PN has been issued outside of the terms of the local code of conduct
 - it ought not to have been issued or issued to the person named as the recipient
 - PN contains material errors
 - where after the expiry of 28 days the penalty notice is unpaid and the LA has not started legal proceedings or wishes to take such action under section 444
- It is not possible for fines to be withdrawn outside of the above reasons
 - The Headteacher must give the instruction to withdraw a fine including the reason for withdrawal – requests from School Attendance Officers to withdraw a fine will **NOT** be accepted without the Headteacher's approval.

Attendance Service Warning and Fine Issue – Flow Diagram



PENALTY NOTICE PROFORMA

Request for SBC to issue a Fine (Penalty Notice) or Warning of fine

SCHOOLS – It is mandatory to complete the form completely and accurately. Failure to do so will result in the form being returned.

School Name:			
Pupil Details:	Year group:	Date of Birth:	Ethnicity:
Name			
Address			
Parent/Carer details (1):	Mr, Mrs, Miss, Ms, other – please specify		
Name (must include first name and surname in full of parent/carer)			
Address (<i>if different to above-by completing this parents' details you are confirming that, aside from PR, the parent is actively involved in the child's school attendance</i>)			
Telephone numbers: Home			
Mobile			
Parent/Carer details (2):	Mr, Mrs, Miss, Ms, other – please specify		
Name (must include first name in full of parent/carer)			
Address (<i>if different to above-by completing this parents details you are confirming that, aside from PR, the parent is actively involved in the child's school attendance</i>)			
Telephone numbers: Home			
Mobile			
PLEASE SELECT <u>ONE</u> and attach a copy of the attendance certificate in both cases:			
PN WARNING REQUEST		<input type="checkbox"/>	
10 unauthorised sessions of absence over a 12 week period. Provide details of any relevant information and interventions taken by school if applicable			
PN (FINE) REQUEST		<input type="checkbox"/>	
Dates of absence:			
10 consecutive sessions of unauthorised absence, code G. Please attach copy of "leave of absence" request completed by parent/s			
Declaration: I confirm that the details contained on this form are true to the best of my knowledge and belief.			
Signed (Headteacher):		Please print name:	
Completed by (school attendance):		Please print name:	
Date:			
LA Office Use;			
Signed (Attendance/CME Officer at SBC):		Please print name:	
Date:		Page 42	

Attendance Referral - Persistent Absence (PA) Guidance

Purpose and when to use

- To be used to refer children to the LA when the child has reached the “persistent absence” level set by the DfE (10% or more of their possible sessions missed)
- Schools have concerns about the child’s overall attendance rate but school does not deem it appropriate to initiate immediate enforcement action – warnings and fines - at the current stage
- The school have tried to improve attendance through their own interventions and now require an escalation to the LA for support
- A lower level intervention from the LA will be used initially i.e. telephone calls, letters, meetings
- The pupil will remain on the school roll
- If the lower level LA intervention does not improve attendance to a satisfactory level the LA will recommend that enforcement action is started

Thresholds

- The child needs to have missed 10% or more of their possible sessions during the current academic year
- The absences can be a mix of authorised and unauthorised absence however at least 10 sessions must be unauthorised (in any 12 week period) to enable the LA to potentially take enforcement action further down the line
- School must have carried out their own interventions prior to referral to the LA

What are schools required to do?

- Ensure the thresholds have been met
- Complete all sections of the PA attendance referral form (below) and, along with a copy of the latest registration certificate, submit to attendance@slough.gov.uk
- Include details of what interventions the school has already taken to address concerns i.e. telephone call, meetings held with parent, home visits
- Provide as much known information as possible to the Attendance Team i.e. reasons given for absence, any bullying claims, medical conditions
- School will not routinely authorise any further absences without supporting evidence and that parent/s will be advised of this fact and that this referral has been made to the Attendance Service

What will the LA do once a referral is received?

- Check the form is completed as required
- Write to the parent outlining attendance concerns and expectations to improve attendance **within 10 days** of receiving the referral
- Review attendance at the end of 6 week period
- Decide on next steps dependant on information that has been obtained throughout the referral process. This may be a meeting with the parent or a recommendation to school that a) enforcement action is now initiated or b) referral to be made by school to alternative agency i.e. FIRST.

Note: The LA may need to come back to the school for further information throughout this process.

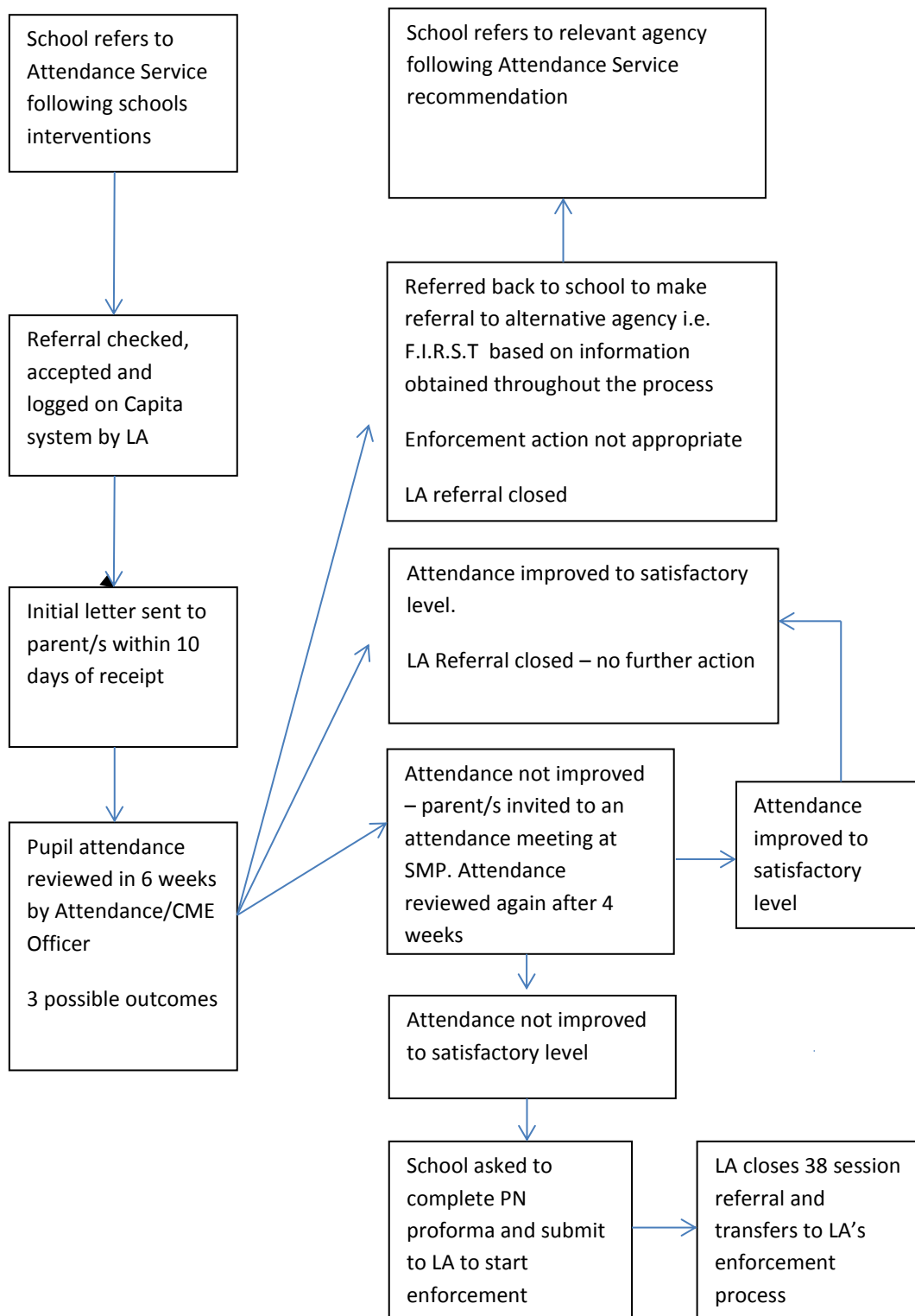
Which parent/s should be included on the form?

- Only include the parent/s you know the child lives with and plays an active part in getting the child into school. This will be the same parent/s that enforcement action is taken against further down the line
- Your school records may show the details of both parents with both having PR, however it may not always be appropriate to include both parents on the referral form
- If you are aware that the 2 parents live separately and the child for example, only sees parent B on weekends, you should consider if it is appropriate for enforcement action to be taken against parent B when it is evident they are not part of the child's day to day schooling matters (i.e. getting the child into school)

Submit the referral form

- All sections of the form must be completed in full
- Parent/Carer details must include the "Full name" - both the first name and the surname
- Please ensure that you attach a copy of the registration certificate to the referral form
- Completed forms should be submitted by email as a word document and sent to attendance@slough.gov.uk
- Contact the Attendance Service if you have any queries in relation to this referral;
 - Telephone: 01753 787670
 - Email: attendance@slough.gov.uk

Attendance Service Persistent Absence (PA) Referral – Flow Diagram



Attendance Service Persistent Absence (PA) Referral Form

This referral requires the pupil to have missed at least 10% of their possible sessions – this must include at least 10 sessions of unauthorised absences in any 12 week period.

SCHOOL **Contact Name / Phone**.....

Pupil Details	Parent/Carer Details
NAME (FULL).....	Parent/Carer 1
M/F..... DOB:	NAME (FULL).....
Address.....	Address (if different from pupil)
..... Post Code..... Post Code.....
Ethnicity.....	Contact Details : Tel numbers/email address:
Year Group..... Tutor Group.....
Is the pupil a Child Looked After (CLA) ? Yes/No.....	Parent/Carer 2
Is the pupil eligible for FSM? Yes/No.....	NAME (FULL).....
Does the pupil have an EHC Plan? Yes/No.....	Address (if different from pupil)
Has a MARF been completed? Yes/No..... Post Code.....
Other relevant information	Contact Details : Tel numbers/email address:.....
.....
Known previous enforcement action (i.e. warnings/fines/prosecution).....	If parents live separately do both parents have an active involvement with the child's education? Yes/No/Other info.....
.....
Current attendance rate:	Any other relevant parental information? Yes/No.....
Number of sessions absent:
Please attach Attendance Certificate	

Reasons for absence– schools to provide as much detail as possible, this could include a print out of reasons from SIMS

Record of school action before referral to Attendance Service
Details of contact- (for example) Telephone calls, letters, school meeting etc. (N.B. Please attach copies of each)

Action	Date

Other agencies involved: e.g. Social Care, Police, Youth Justice, FIRST or any other relevant information:
.....

I confirm that the school will not routinely authorise any further absences without justifiable evidence and that parent(s)/carer(s) will be advised of this fact and that this referral has been made to the Attendance Service once the parent has been notified.

SIGNED **PRINT NAME** **DATE**

POSITION.....

LA only: Date received by AS..... Approved referral (Officers name and date).....

CME / Pupil Tracking Referrals

Purpose

- To enable schools and the LA to carry out their statutory obligations in accordance with the DfE's *Children Missing Education Guidance (November 2016)*

Important Information

Who are children missing education (CME)?

- These are children of compulsory school age (5 – 16) who are:
 - Not on a school roll
 - Not being educated other than at school

CME/Tracking Referral V Attendance Referral

- If a child on roll stops attending school but they still, as far as is known, reside at their existing address this should be referred to the LA as an Attendance (PA or enforcement) Referral
- If a child on roll stops attending school and there is reason to believe the family have, for example, moved out of area this should be referred as CME/Pupil Tracking Referral

What is School required to do?

- All schools and academies are required to inform the LA of every pupil they are about to delete from roll and the reason for doing so (using the 15 reasons explained in the CME guidance)
- All schools and academies are required to notify the LA within 5 days of adding a pupil to the admissions register – this relates only to in-year starters and is not required for standard transitions into reception and year 7
- Complete the referral form accurately and completely and submit to pupiltracking@slough.gov.uk
- Contact the Attendance Team 15 days after the referral was submitted to obtain updated information on the referral if required. The Attendance Service will respond to all requests to provide an update on the referral

What will the LA do once a referral is received?

- Check the form is completed as required
- An automated email will be sent to the school confirming that the referral has been received
- Log and action the referral and start all statutory tracking checks
- Contact the school if, for any reason, it is established throughout the tracking process that the child should NOT be deleted from the school roll
- Provide an update on the referral to schools if they request one (15 days after submitting)

Form Completion

Parts of the Form;

- Part A -** refers to the child and parent/carer details and actions the school has taken to locate the child prior to referring to the LA
- Part B -** refers to the reason the pupil will be deleted from the roll and the date that this will take effect in line with the DfE Guidance. The reasons have been printed on the form so schools just need to tick the relevant one
- Part C -** refers to School to School Transfers. This section has been added to assist schools in cases where less information is required as we know where the child has gone to
- Part D-** refers to New Starters. Schools only need to fill in minimal detail as other information will be filtered through to the LA via B2B data

Schools complete sections;

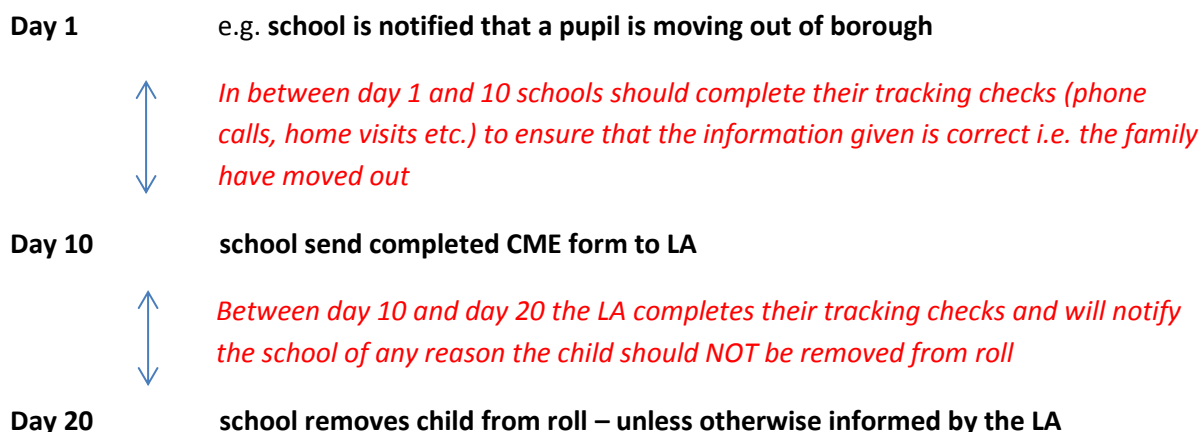
- Parts A & B - for CME/Pupil Tracking Referrals
- Part C only - for School to School transfers
- Part D only - for New In-Year starters

Pupil Removed from School Roll

- A proposed “off roll date” should be entered onto the form within Part B
- Statutory guidance requires a pupil to be absent for at least **20 consecutive school days** before deleting a pupil from roll – the deletion takes place on day **21 or later**
- Of these 20 days, at least 10 days notice must be given to the LA **prior** to the stated off roll date to enable statutory checks to be carried out

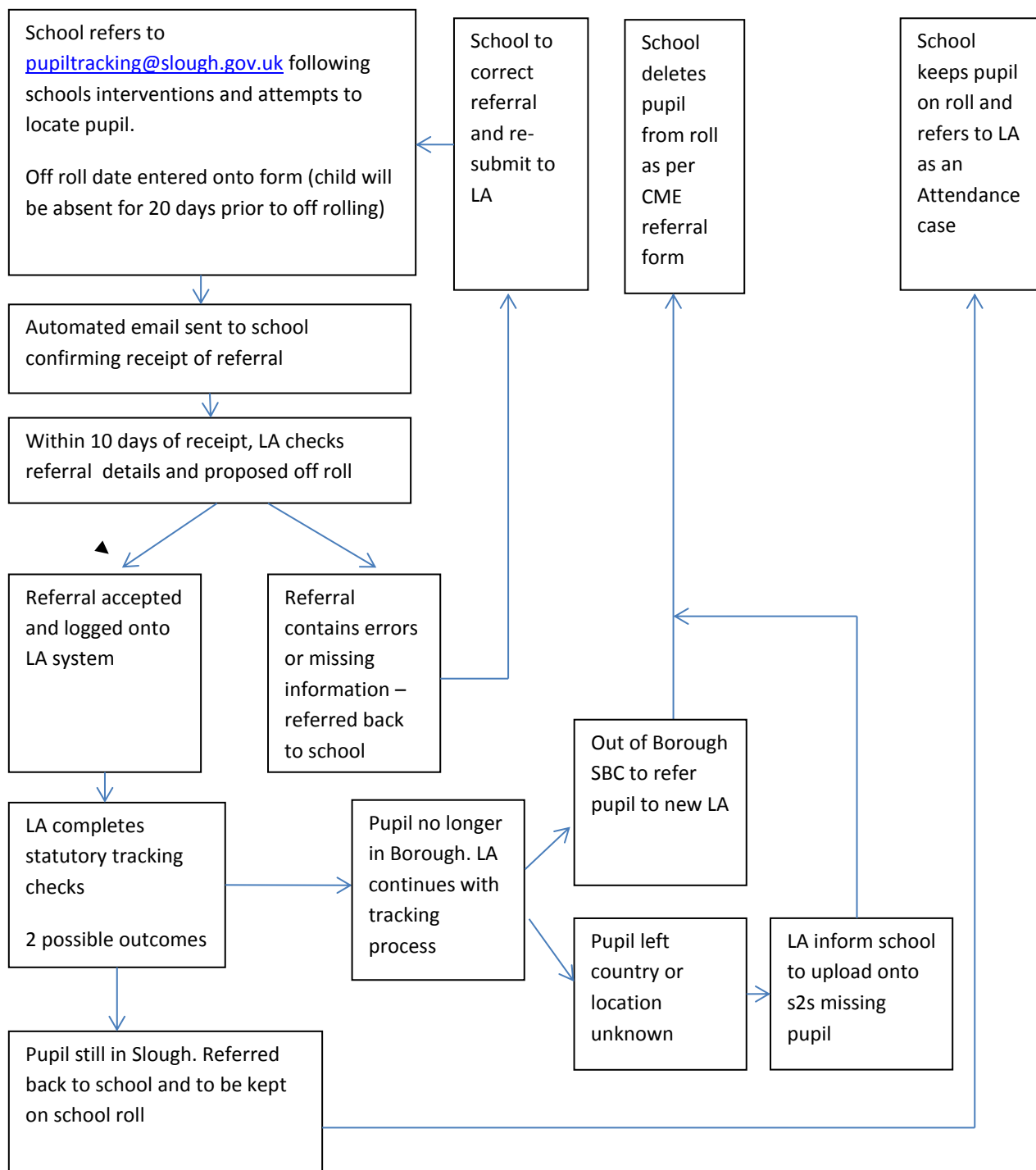
See section on “Deleting pupils from the school roll” within the Attendance Service Guidance Pack for further information

Best Practice Example for off rolling;



Note: The LA may need to come back to the school for further information throughout the tracking process

CME / Pupil Tracking Referral – Flow Diagram



Child Missing Education (CME) / School 2 School Referral Form

REFERRAL FROM (School Name/Local Authority).....

CONTACT NAME & NUMBER

<p>For CME / Pupil Tracking Referrals complete Parts A & B</p> <p>For School 2 School transfers complete Part C only</p> <p>For new starters complete Part D only</p> <p>For non school attendance matters in cases where the whereabouts of the child is known (i.e. still at their home address) this form should NOT be completed -please refer using Attendance PA Referral or Enforcement Referral – please contact the Attendance Service on 01753 787670 for guidance</p>

PART A CME / Tracking

Pupil Details

Child's Full Name		Gender	
Current Address		Date of Birth	
New Address (moving to)		Date Moved	
Date of Last Attendance		Ethnicity	
Known Siblings in Other Schools	Name/s: School Name/s:		
Is the pupil known to Children's Services? Yes/No		Name of Social Worker:	
Other relevant information (SEND, safeguarding concerns, poor attendance, parent non-engagement, communication)			

Parent/Carer Details

Parent / Carer 1 Full Name:		Telephone Number	
Email Address			
Parent / Carer 2 Full Name:		Telephone Number	
Email Address			
Home Address (if different from pupil)			

Additional information

Please give details of any other relevant information that might help us locate this child or children
--

Schools please ensure these checks are completed before you send the referral.

School Action taken – please provide information on actions school has taken to locate this pupil i.e. home visit, letter sent to home address, spoken to neighbours/other family members + emergency contacts, other schools contacted where any siblings attend;

PART B Pupil Removed from School Roll

CME guidance 2016 states schools **must** inform LA of all pupils removed from their roll

Please tick relevant box

LA approved change of education provision due to SAO		Pupil failed to return following authorised leave of absence		Child is not statutory school age	
Pupil registered in another school		Pupil medically unfit to attend school		Pupil leaving independent school	
Pupil on dual roll has ceased to attend		Pupil continuously absent at least 20 days and cannot locate child		Permanent exclusion	
Pupil receiving Elective Home Education		Pupil given custodial sentence for 4 months or longer		Nursery child not continuing to Primary School	
Home school distance is unreasonable (left area)		Death of pupil		Pupil leaving boarding school, fees unpaid	

Date child will be removed from roll:
(Education Pupil Regulations states that the pupil must be absent for at least 20 consecutive days before deleting from roll (on day 21) – contact Attendance Team for further guidance)

Date CTF is uploaded to Missing Pupils on S2S:
 (Including those that have moved abroad)

PART C School to School Transfer

Schools can complete this section for any pupil moving from your school to another school. 10 days notice is not required to be given to the LA for school to school transfers as long as the new school start date has been confirmed.

Child Name:	DOB:
Address:	
Parents Name and contact number:	
New School:	Start Date:
Reason Taken off roll: Pupil registered in another school	Date taken off roll:

PART D New Starter (In-year)

New CME guidance September 2016 states schools must inform LA within 5 days of all pupils taken onto their roll.

Child's Full Name	DOB	Start date

Completed form to be emailed to pupiltracking@slough.gov.uk
 It is mandatory to complete the form accurately. Failure to do so will result in the form being returned.

Deleting Pupils from the School Roll

Guidance

The deletion of any pupil from a school register must be carried out in accordance with;

- ***The Education (Pupil Registration) (England) Regulations 2006*** (amendment in 2016) and
- ***The CME Guidance 2016*** published by the DfE.

These guidance documents outline the duties on a school and the local authority.

Deletions Following 20 days of absence

The Education (Pupil Registration) (England) Regulations 2006 states the following in regards to the 20 days off roll;

That he (child) has been continuously absent from the school for a period of not less than twenty school days

and

(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause;

and

(iii) both the proprietor of the school and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is

- Schools must have regard to the above guidance before removing any child from the school roll
- Deletions should take place on day 21 or later to ensure the child has been absent for at least 20 consecutive school days
- If schools are unsure if a pupil can be removed from roll please contact the Attendance Team for guidance prior to deleting from the roll

Contact Details

Access & Inclusion

Service Lead:

Tony Browne

Tony.browne@slough.gov.uk

Tele: 01753 875717

Attendance Team

Attendance Team Manager:

Jeannette Walker Tele: 01753 875256 Mobile: 07540 163558

Jeannette.walker@slough.gov.uk

Attendance/CME Officers:

Iram Basharat Tele: 01753 787670

Dee Kahlon Tele: 01753 787680

Farah Malik Tele: 01753 787663

Thandi Manjelo Tele: 01753 787669

Important Note: ALL attendance referrals and pupil tracking referrals should be sent to the following email addresses and NOT to the Officers individual email addresses;

Referrals for Attendance and CME

Attendance Service Main Line: 01753 787670

Attendance Service Email: attendance@slough.gov.uk

Pupil Tracking Main Line: 01753 787670

Pupil Tracking Email: pupiltracking@slough.gov.uk

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 17th April 2019

CONTACT OFFICER: Jeremy Rea, Interim Projects and Policy Manager, Children, Learning and Skills Directorate

(For all Enquiries) (01753) 875093

WARD(S): All

PART I
FOR COMMENT & CONSIDERATION

JOINT PARENTING PANEL QUARTERLY UPDATE1. **Purpose of Report**

This report provides Members with an update on the work of the Joint Parenting Panel (JPP) since the last report taken by the Panel on 6th December 2018.

2. **Recommendations**

That Members note and comment as appropriate on the report.

3. **The Slough Joint Wellbeing Strategy, the JSNA and Five Year Plan**3a. **Slough Joint Wellbeing Strategy**

The JPP supports the following priority:

- Protecting vulnerable children

3b. **Five Year Plan**

The work of the JPP also supports the following Outcome:

- Slough children will grow up to be happy, healthy and successful.

4. **Other Implications**(a) **Financial**

There are no financial implications relating to this report.

(b) **Risk Management**

The role of the JPP is to scrutinise the work of partners in the discharge of their corporate parenting role. This work is already contained within the service planning and risk management framework of the relevant Council Directorates and other agencies and there are no direct risk management matters relating to this report.

(c) Human Rights Act and Other Legal Implications

There are no Human Rights Act Implications relating to this report.

(d) Equalities Impact Assessment

None required.

5. **Supporting Information**

Meetings since 6 December 2018: JPP meeting 12 December 2018 and an extraordinary JPP meeting 18 February 2019.

JPP meeting 12 December 2018

5.1 A revised JPP Balanced Score Card, that will better illustrate the impact on outcomes for Children Looked After (CLA), was tabled. This included two versions of the scorecard for the Panel to consider. Format 1 allows members to compare Slough's performance with its statistical neighbours using that month's performance data against the same point in time in the previous year (for instance, October 2018 to October 2017); while format 2 presents data covering the previous 12 months. The Panel welcomed the two approaches and agreed that both formats should be presented at future meetings. Members also asked for the following changes to be reflected in the scorecards:

- The 'Guide to Measure' continued to be included with the report and that the number rather than the percentage of CLA who were placed more than 20 miles outside the borough was included.
- That what was considered to be 'suitable accommodation' was explained and included in the guide, and that exception reporting on those indicators that were not included in the data set, but were relevant, should be included in the report.

5.2 The Slough Children's Services Trust (SCST) director of operations presented the latest draft of Slough's Local Offer for Care Leavers (CL), which is currently being refreshed to take on board a number of comments made by Mark Riddell, DfE National Implementation Adviser for Care Leavers, who was visiting the Trust on 12 and 13 December 2018. It was acknowledged that further work was still to be completed in a number of areas. Success of the Local Offer would be revealed through the voice of young people and feedback would be used to determine the success of the Local Offer. This will help Officers monitor its effectiveness.

5.3 The final draft of the Corporate Parenting Strategy 2019-20 was presented to the JPP. This document, shown in Appendix A, has been professionally formatted and published on the SBC website. This strategy demonstrates our commitment to CLA and CLs, and provides a comprehensive review of our achievements to date and what requirements going forward.

5.4 The Virtual School Head provided a summary of the 2017/18 Virtual School Annual Report, which gives an update on the education of Slough CLA for the Academic year 2017-18. Key matters arising from the report are:

- The Panel discussed the good progress that had been made by CLA with Educational Health Care Plans (EHCP)
- It was noted that the primary needs of a significant proportion (60%) of those in Years R – 11 with an EHCP were identified as social, emotional and mental health, much higher than the national average (12%).
- Members commended the significant work being undertaken to reduce NEET numbers.
- It was suggested that it would be helpful to create a better understanding of issues and challenges by including a number of case studies of students who were performing well outlining the factors that were instrumental in supporting their progress and two students who were performing less well setting out the issues that inhibited their progress.
- The 2017-18 Virtual School Annual report was approved by the panel, the Executive Summary of this report can be found in Appendix B.

Extraordinary meeting of the JPP 18 February 2019

5.5 The Director of Children, Learning and Skills gave an update on the recent Ofsted Inspection of Local Authority Children Services (ILACS) in January 2019. Significant progress had been made by Slough Children's Services Trust and Slough Borough Council resulting in an overall judgement rating of Requires Improvement to be Good, a great achievement from an Inadequate rating at the last inspection and recognition of the hard work that has been undertaken. The final report will be published by Ofsted officially on 4 March 2019.

The SCST Director of Finance and Resources introduced the draft Sufficiency Strategy aimed at meeting the projected ongoing needs for CLA in Slough. All local authorities have a statutory duty to ensure that CLA have access to a sufficient range of accommodation, services and support. The draft Sufficiency Strategy replaces the current strategy, which expired in December 2018, and outlines how the Trust and the Council will meet these provisions. In conclusion, the strategy focuses on prevention, maintaining stability in the home, making the best use of economies of scale, collaboration within the council and supporting a wrap around service to provide stability for children.

5.7 The SCST Director of operations presented a report on the diagnostic visit by the National Implementation Adviser for Care Leavers, Mark Riddell, in December 2019. An Action plan has been developed from the findings and recommendations of this visit which would be further supplemented by recommendations from the Ofsted report. Members noted the action about securing a Tenancy Ready programme for care leavers which is currently being progressed by a designated officer.

5.8 An inspection by Ofsted of SCST as a Voluntary Adoption Agency at the end of October 2018 has rated the service as 'Good' citing that children flourish, staff are enthusiastic about their work and children are the priority. The inspectors reported that prospective and current adopters said they chose SCST as they felt welcomed and highly valued from their first contact. Good quality information about all aspects of adoption, and informative preparation courses helped make the decision to continue their journey towards adopting a child.

5.9 Appendix C provides details of member attendance at the JPP during 2018/19

Future Meetings of the JPP

- 5.10 Future meetings of the JPP in the 2019/20 cycle will be held on 25 April 2019, 25 July 2019, 3 October 2019 and 11 December 2019. The next report from the JPP to Education and Children's Services Scrutiny Panel is scheduled to be taken on 16 July 2019.
- 5.11 Members should note that meetings of the JPP are private, and therefore its agenda papers are not in the public domain.

6. Comments of Other Committees

This report has not been taken by any other committees at Slough Borough Council.

7. Conclusion

Members are invited to note and comment on this update of the JPP, covering the meetings held on 12 December 2018 and the extraordinary meeting held on 18 February 2019.

8. Appendices

- 'A' - Corporate Parenting Strategy 2019/20
- 'B' - Executive Summary of the Virtual School Annual Report 2017/18
- 'C' - Attendance by Councillors at JPP Meetings

9. Background Papers

None.



Corporate Parenting Strategy 2019-2020

"As if this were my child"

Review date: September 2020

www.slough.gov.uk
Slough
Borough Council



Statement from Slough's Children in Care Council, Reach Out!

We would like you to support us and have an understanding of the needs of all Slough's children in care, in all aspects of our lives.

We would like all corporate parents to ask us our views and listen to what we say.

We would like you to keep your promises and follow through with the things you say you will do.

Our corporate parents need to have a better understanding of what is important to children looked-after and care leavers. You should want to take your responsibilities seriously and do your very best for us because you make a difference to our future.

We want all corporate parents to treat us the same as they would their own children so we receive the support, care and love we need.

Statement from Slough Borough Council and Slough Children's Services Trust

As corporate parents in Slough, it is our responsibility to ensure that children looked-after and care leavers get the best experiences in life. From excellent parenting, which promotes good health and educational attainment, to a wide range of opportunities to develop their talents and skills in order to have an enjoyable childhood and successful adult life. Stable placements, good health and support during transition are all essential elements, but children will only achieve their potential through the ambition and high expectation of all those involved in their lives. This Corporate Parenting Strategy outlines the vision, principles and key priorities to support children and young people looked-after by Slough Borough Council/Slough Children's Services Trust.



Cate Duffy
Director of Children,
Learning and Skills
(and statutory Director of
Children's Services),
Slough Borough Council



**Councillor
Shabnum Sadiq**
Cabinet Member for
Children and Education,
Slough Borough Council



Lisa Humphreys
Chief Executive
Slough Children's
Services Trust

Vision

Slough Borough Council and Slough Children's Services Trust are committed to being outstanding corporate parents, championing our most vulnerable children in all we do so our children looked-after and care leavers are able to live safe, happy, healthy and successful lives.

The objectives of the Corporate Parenting Strategy

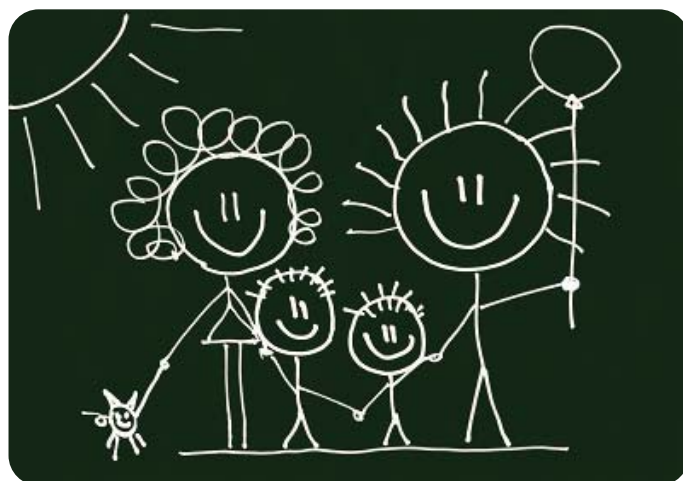
The overall aim of this strategy is to ensure the corporate responsibility of Slough Borough Council (SBC), Slough Children's Services Trust (SCST) and partner agencies, to children looked-after and care leavers through the corporate parenting arrangements and governance.

This strategy applies to those with a stake or professional responsibility in supporting and improving the lives of children looked-after and care leavers.

The principle of 'as if they were my own child' underpins this strategy. Therefore, the objective of this strategy is to ensure that SBC/SCST and partner agencies work together towards ensuring the best possible outcomes for children looked-after and care leavers. This can only be realised if all stakeholders work together in collaboration with a common purpose and ambition.

There is a shared corporate responsibility to assess the contribution made to children looked-after and care leavers and to enable the development of initiatives or services in meeting their needs within that service.

This strategy is governed by the Joint Parenting Panel (JPP), applies to all employees, services and departments and has the oversight of all elected members.



Overarching ethos

- At the heart of Slough's Corporate Parenting Strategy is the participation, involvement and contribution of children looked-after, young people and those leaving care up to the age of 25.
- Excellent corporate parenting requires ownership and leadership at a senior level, including elected members; therefore councillors and officers must have a clear understanding and awareness of the issues for children looked-after and care leavers so they can ensure their responsibilities as corporate parents are reflected in all aspects of the work of SBC/SCST and partners.
- All services have mechanisms in place to continually monitor and review the contribution they make to children looked-after and care leavers.
- The Corporate Parenting Strategy is promoted across SBC/SCST at a Member, council, department, service and individual level.
- The corporate parenting commitment is measurable through the improvement in life chances of children looked-after and care leavers and these outcomes are reported to and quality assured by the JPP and Reach Out! (Children in Care Council).

What is corporate parenting?

Corporate parenting in Slough refers to the partnership between SBC, SCST and associated agencies, who collectively are responsible for meeting the needs of children looked-after, young people and care leavers. We should care **about** children in our care, not just for them. Through good practice, we can offer the same standards of support as any reasonable parent.

The Children and Social Work Act 2017 defined for the first time in law the responsibility of corporate parents to ensure, as far as possible, securing, nurturing and positive experiences for looked-after children and young people, and care leavers.

The Act states that when a child or young person comes into the care of the local authority, or is under 25 and was looked-after by the authority for at least 13 weeks after their 14th birthday, the authority becomes their corporate parent.

The Act sets out seven corporate parenting principles, which we must take into account when making decisions about children and young people in care or leaving care.

1. To act in the child's best interests, and promote their physical and mental health and wellbeing.
2. To encourage the child to express their views, wishes and feelings.
3. To take into account the child's views, wishes and feelings.
4. To help the child to gain access to, and make best use of, services provided by the local authority and the organisations it works with.
5. To have high aspirations for the child, and help them to achieve the best outcomes they can.
6. For the child to be safe, and to have stability in their home lives, relationships, education and work.
7. To prepare children for adulthood and independent living.

Many of the children who come into our care will face more than their fair share of challenges than any child should ever have to. It is our responsibility to therefore “fight their corner”, ensuring they have every opportunity to realise their full potential.

Being a corporate parent means all elected members (but in particular the lead member, those on the JPP and on Overview and Scrutiny Committees), officers of the council, SCST and related partners have a responsibility to act for those children and young people *as if this were my child*.

As corporate parents, we should be asking, “is this good enough for my child?” This means caring about children looked-after as well as caring for them and nurturing all aspects of their development. We need to ensure children feel safe and secure, are healthy, have stable and caring placements, and we help them to achieve their ambitions, goals and aspirations. We want our children and young people to leave care with a sense of achievement, security and confidence, looking forward to their futures, where they are able to participate fully in the communities they live in.

It is important to remember that, just as not all children are the same, children looked-after and care leavers are not one homogeneous group. Some will have experienced trauma and disruption in their lives and need support to cope with those experiences; others will have adjusted well to being in care and may be flourishing. As corporate parents, we need to recognise the uniqueness of our children in care and make sure each child is getting what they need to do their best.

The Joint Parenting Panel, Children’s Pledge and six priorities for our Children in Care

The JPP has the responsibility of ensuring we are delivering the oversight of the corporate parenting agenda and is made up of senior officers from SBC, SCST, partners, elected members/non-executive directors. They also ensure the voice of children looked-after and care leavers is represented.

The Children’s Pledge (see Appendix 1) is a corporate commitment to all our children and young people in and leaving our care and linked to six priorities, as below.

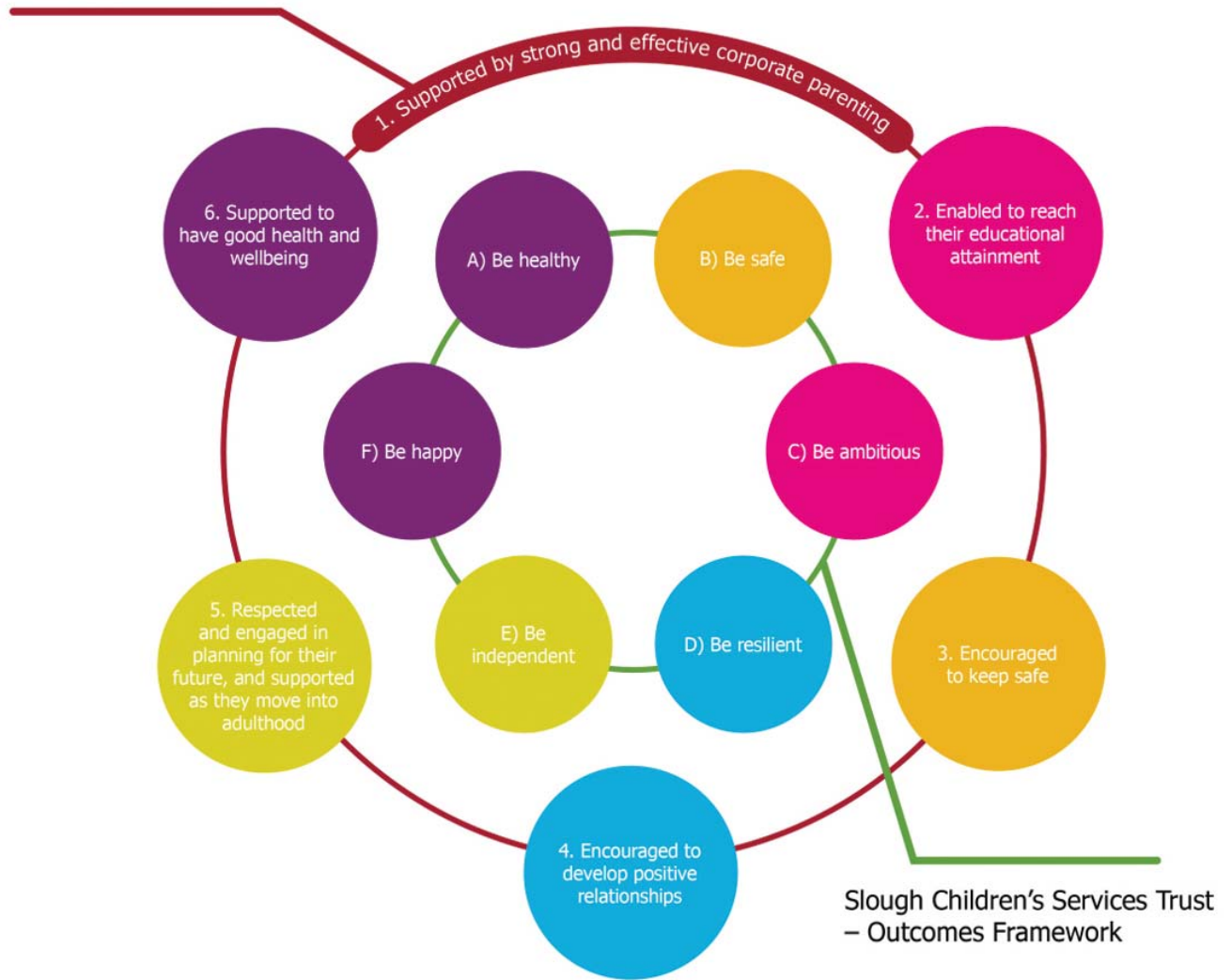
Our children looked-after and care leavers will be:

- 1) supported by strong and effective corporate parenting
- 2) enabled to reach their educational attainment
- 3) encouraged to keep safe
- 4) encouraged to develop positive relationships
- 5) respected and engaged in planning for their future, and supported as they move into adulthood
- 6) supported to have good health and wellbeing.

It is useful to see the above six priorities in the context of SCST’s Outcomes. The latter provides a framework to guide and inform social work practice with the aim of achieving excellent outcomes for children, young people and families. Figure 1 shows visually the strong congruence between the two.

Figure 1: Corporate Parenting Strategy Priorities and SCST Outcomes Framework

Corporate Parenting Strategy – Six Priorities



How did Slough do against the six priorities for Children in Care?

Since the publication of the original corporate parenting strategy in 2016, there has been significant positive progress against each of the six priorities. However, we are not complacent and recognise there is ever more we can do!

"The engagement of the Joint Parenting Panel with children looked after has improved markedly since the inspection. Using a themed approach, the panel routinely considers progress against the promises to children looked after that are contained within their 'Pledge'. Involvement of partners is good. Children in the 'Reach out!' group have not always enjoyed the format of the Joint Parenting Panel. In response, members of the panel have worked with children to develop a children's scrutiny committee. The committee, which will be chaired by children and participation workers, is due to be launched in October 2017. Children are excited about this new development."

(Ofsted Monitoring Visit, 20 & 21 September 2017, focusing on Children in Care).



Priority 1

Our children looked-after and care leavers will be supported by strong and effective corporate parenting

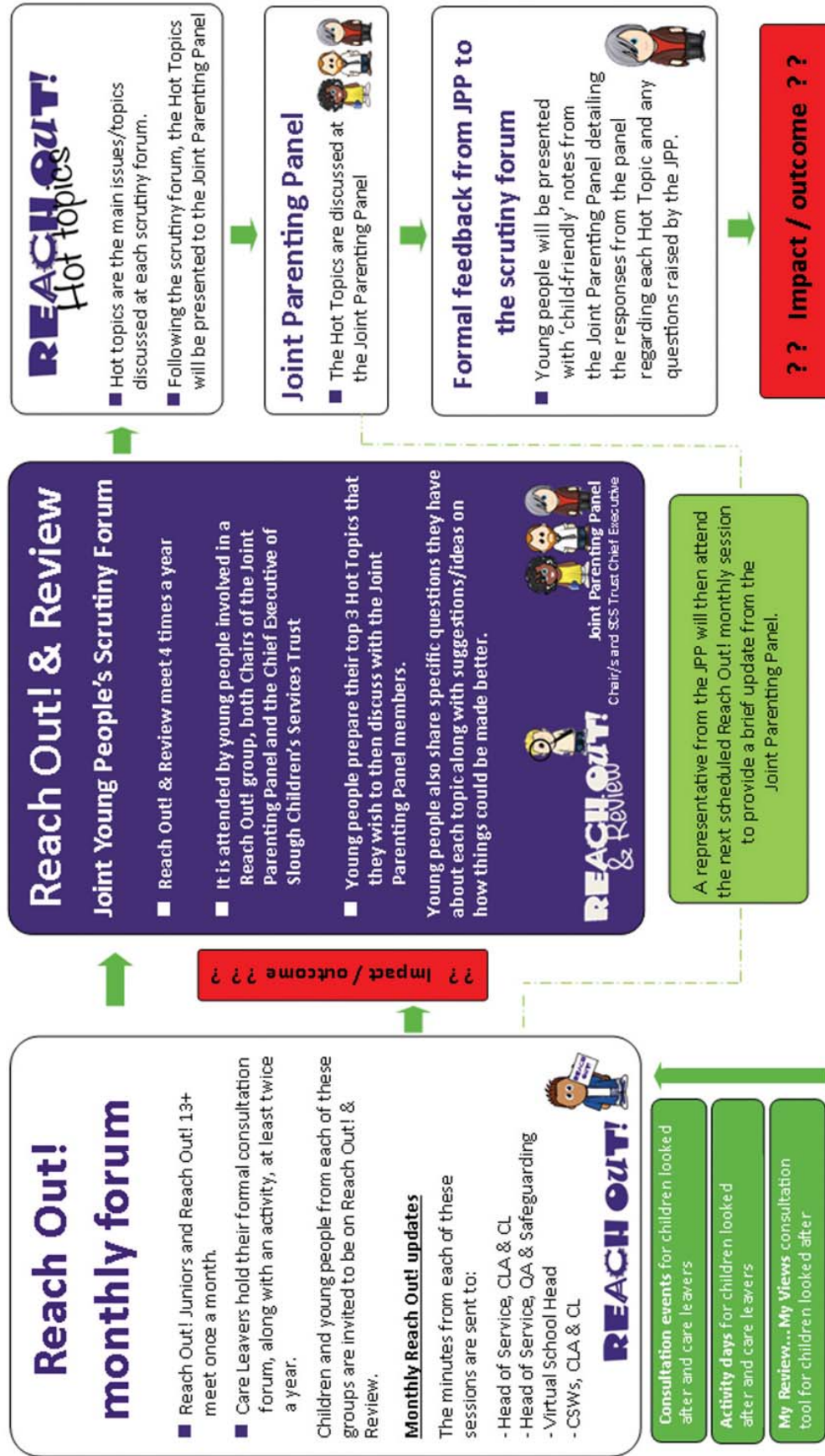
Corporate parenting refers to the partnership between agencies that collectively are responsible for meeting the needs of children looked-after and care leavers. This Priority therefore underpins the other five priorities in the strategy and aligns overall to the Trust's Outcomes Framework.

Initiative	Impact/Outcome
Corporate Parenting Panel reimagined	<ul style="list-style-type: none"> • Renamed Joint Parenting Panel (JPP) with revised terms of reference, dual Trust/SBC chairing, inclusive of all Slough partners. • JPP meetings include a focused thematic report/presentation on the six priorities of the Corporate Parenting Strategy, with cases studies centred on the impact of this work on our children in care to help facilitate better understanding and scrutiny of the issues. • Scrutiny of JPP provided quarterly by Education & Children's Services Scrutiny Panel. • Voice of the Child - representation via Reach Out! Slough's Children in Care (CiC) Council - Infographic, page 9. • Elected members involved in annual celebration events marking achievements of our CiC.
JPP Score Card agreed October 2017, co-produced by officers and elected members	Key Performance Indicators and Dashboard specific to corporate parenting helps focus discussion on performance - Appendix 4.
Programme of annual elected Members' training provided for corporate parenting	Opportunities for elected members to get updates and refresher training as well as directly hear of the experiences of young people.
SCST's Commissioning Strategy agreed and Children Looked-After Sufficiency Strategy refreshed	Enhanced identification of need and opportunities to target priorities for CiC cohort within available resources.

Initiative	Impact/Outcome
SBC corporate initiatives	<ul style="list-style-type: none"> • Housing Strategy 2016-21 - provision of an adequate supply of accommodation for care leavers and a clear housing pathway that meets the needs/experiences of young people (13 properties accepted by CLs in 2017/18). • Council Tax exemption provided for Care Leavers (CLs) up to the age of 25 (this benefitted approximately 42 CLs in Slough and 13 CLs who live out of borough in 2017/18). • Education, Employment & Training Strategy for CLA & CLs 2017/20 - as a result of which our CiC have: access to the best possible education, training and job opportunities that meet their needs; support to attend and achieve their potential whether at school/college, university, in training or work; support to make a successful transition into adult life; and their voice placed at the centre of what we do. • Life skills (targeted support to help CiC transition into adulthood and independence) - collaboration between SBC youth workers & SCST personal assistants/social workers. • Seven apprentices from the CiC cohort placed within SBC/Arvato/SCST at end December 2017. • Transition support to adult services (dedicated worker, timely assessment, provision of information, and transition plan which is reviewed regularly).
<p>Areas for development</p> <ul style="list-style-type: none"> • Continue to support all elected members' understanding of the corporate parenting agenda. • Fully embed the Score Card as a tool for scrutiny, linked to our Pledge to CiC and work on Early Help. • Ensure the Slough Academy Project Board includes ambitious targets for CiC apprentices in SBC's new apprenticeship model. 	

REACH OUT!

Slough's Children in Care Council



Priority 2

Our children looked-after and care leavers will be enabled to reach their educational attainment

This Priority aligns to the Trust's Outcome **Be ambitious**, which in turn is about ensuring that our young people attend, engage with and enjoy school/other learning settings and are supported to attain their full educational potential in preparation for transition to leading successful and fulfilling lives as adults.

"No placement is a placement without a school agreed by Virtual School"

Slough's Virtual School (VS) is a key change agent, working with a range of schools in and out of the borough and with other stakeholders to "change the narrative" of education for children looked-after.

Using one of the key questions from the Local Government Association's (LGA) 10 questions to ask if you're scrutinising services for looked-after children, **How effective is the Virtual School Head service and what impact has it had?** we can evaluate the impact of the VS over the past year.



Initiative	Impact/Outcome
Links to Slough schools and Children, Learning & Skill Directorate	<ul style="list-style-type: none"> • Service Level Agreement in place with Educational Psychologists to visit all children after first Personal Education Plan (PEP) and attend the second to inform support offered to child. For example dyslexia screening and support for Education Health and Care Plan (EHCP) applications. • Moves between Slough schools are built on trust, and can be achieved more quickly. • Exclusions in Slough schools picked up sooner by SBC education team. • Admissions to Slough schools achieved more quickly.
Links to multi-agency professionals	<ul style="list-style-type: none"> • Different teams who work with CLA in their specialist roles join up for the benefit of CLA. For example, links between Independent Reviewing Officers (IROs) in the Trust and the council's Special Educational Needs and Disabilities (SEND) service, means SEND discussions in LAC Reviews and CLA matters in Annual Reviews of SEND are mutually informative. • Collaboration between the Youth Offending Team in the Trust and the council's Educational Psychology service facilitates discussions on assessment of educational need for CLA known to the justice system. • Links to clinicians (systemic view of social work practice) when working with professionals in schools to help build support systems for CLA.
VS membership of SEND and Placement Panels	<ul style="list-style-type: none"> • EHCPs for children looked-after who have experienced early life trauma are better understood by Panel. • The mantra, "no placement is a placement without a school agreed by Virtual School", is now evident in all cases that come to Panel with social workers actively seeking advice from the VS team.
Classes for English and Maths requested by care leavers	<ul style="list-style-type: none"> • For the young people who attended regularly, significant improvement for exam results. For one young person in six months a score 6/50 became 43/50 and a pass at Level 2 Maths Functional Skills.
Designated Teacher (DT) Meetings	<ul style="list-style-type: none"> • Professionals explain ideas to DTs who disseminate in schools. For example in relation to Strengths and Difficulties Questionnaires in schools, having this information has better targeted support for young people in their PEPs.
VS training to professionals	<ul style="list-style-type: none"> • Training including to Independent Fostering Agencies, Foster Carers/Adopters, Designated Teachers, and Social Workers helps develop a shared view of what good education looks like, with CLA benefitting from all professionals working to the same goal.
Leadership of Heathrow Education CLA Group (HEG)	<ul style="list-style-type: none"> • Confirmation by the government of a third Heathrow runway and the creation of an estimated 75,000 extra jobs has seen the HEG negotiate a pre-employment pathway for CLA who might otherwise not have an opportunity due to disengagement with the schools/education system.

Virtual School: a selection of You said - We did!

The key question for the VS is: what do children looked-after say about their education and aspirations? Core to this is having the child's voice recorded (or with their active engagement) in agreeing their Personal Education Plan (PEP).

YOU SAID - to your social worker

I want to move from alternative provision to mainstream school.

WE DID

Worked with you to find the right local school that will respect you and meet your needs.

Worked with staff at the school to know what you needed and be trained.

Sorted a place with school admissions.

Designed and set up a transition programme, including with staff from your old school.

Held PEPs.

WHAT HAPPENED NEXT?

All three young people started their new schools in January 2018 and have attained at levels similar to their non-CLA peers and made excellent progress.

YOU SAID - (on entry to care) to social worker

I don't feel safe to take my exams.

WE DID

Arranged that school staff you trust supervised your arrival in the school car park and took you to the exam hall. After the exam, they returned you to taxi in the school grounds for your return journey.

WHAT HAPPENED NEXT?

Exams successfully taken.

YOU SAID - in your PEP

I want to be a programmer.

WE DID

Set up out of school tutoring in Raspberry Pi.

WHAT HAPPENED NEXT?

You are now starting to program in Scratch.

Your attainment at school is above your peers in Maths. You have made excellent progress this year and have made a great transition to secondary school.

YOU SAID - in Hot Topic from Reach Out and Review (ROAR group)

In schools, teachers should have more understanding of children looked after and how to support children and young people with their emotional wellbeing.

WE DID

Offered all Slough schools that have a child looked-after attachment training including all new designated teachers one-day training on the impact of early life trauma on learning.

Ran designated teachers meetings.

Developed the measurement of emotional wellbeing in school with SDQs in PEPs.

WHAT HAPPENED NEXT?

We agree with you this is an area that needs more development and it is one of the three priorities identified in the Virtual School's Action Plan for 2018/19.

YOU SAID - to your personal adviser

I want to be tested for dyslexia.

WE DID

Sorted dyslexia assessment through a Service Level Agreement with Slough Educational Psychologists.

Set in train an application for an Education Health and Care Plan.

WHAT HAPPENED NEXT?

Your learning options are secured until you are 25.

YOU SAID - to Virtual School

I want to go to University.

WE DID

Provided support for university course selection.

Signposted sources of funding and other support.

Arranged "taster" visits to Oxford and Brunel Universities.

Arranged for current Slough CLA to speak to peers at different events.

WHAT HAPPENED NEXT?

Six started university in September 2018.

Four already doing degrees.

Three Masters level students graduated in 2018.

YOU SAID - to your personal adviser

I want to do an apprenticeship.

WE DID

Sourced the apprenticeship.

Worked with Team Around the Apprentice.

WHAT HAPPENED NEXT?

Exceptional reports on your qualities as an apprentice.

Level 2 apprentice qualified and linked to mentor and opportunities at Heathrow.

YOU SAID - to Post 16 lead in Virtual School

I want complete my Level 3 (A-level equivalent) specialist course and go to university.

WE DID

Sourced specialist tutors to help develop your English and Maths, to allow your ability in your specialist area to be pursued at university.

WHAT HAPPENED NEXT?

Three qualifications at A-level standard, all graded at distinction. Russell Group University place secured, doing preferred management course.



Priority 3

Our children looked-after and care leavers will be encouraged to keep safe

This Priority aligns to the Trust Outcome **Be safe**, which in turn is about supporting our children and young people to make safe choices now and throughout their lives in the context of family, friends and peer relationships.

This means ensuring there are effective measures in place to safeguard children as well as those that also promote their welfare. Safeguarding and promoting the welfare of children – and in particular protecting them from significant harm – depends on effective joint working between agencies and professionals that have different roles and expertise.

Individual children, especially some of the most vulnerable children and those at greatest risk of harm and social exclusion, need co-ordinated help from health, education, early years, children's social care, and the voluntary sector and other agencies, including youth justice services.



Progress made includes the following:

- Safe, Secure, Successful (model of social work hub in the Trust mirroring the journey of the child). Combined with the council's Early Help model (Early Help Hub), a single front door receives all contacts and makes a decision about which pathway the contact should follow.
- Multi-agency Innovation Hub which provides a new way of working that supports vulnerable families across all tiers of need. Providing a service seven days a week to families means they are supported to work through difficulties in order to reduce the need for a case to be escalated to a higher level of statutory intervention.
- PAUSE Project (Slough) - an innovative project working with women who have experienced, or are at risk of repeat removals of children into care; through an intense programme of support.
- Court Hub, which is responsible for managing cases where legal proceedings are being initiated or in progress. This Hub has in place and will continue to develop a significant level of knowledge and expertise in order to ensure legal proceedings are managed and monitored effectively, that delays in legal processes are minimised and decisions for children in relation to their future care status are completed in a more timely way.
- The Care Leavers Panel (made up of both Trust and council staff), reviews the progress of care leavers, decides on care packages and advises about best practice. It also reinforces joined up planning and is helping to ensure our young people are housed in suitable accommodation (commensurate with their needs) and receive the support they need to access education, employment or training opportunities.

Impact/outcomes

- Children and families receive early help and provision of support services when needed - avoiding the need for children's social intervention.
- Children and young people are proactively supported to remain at home and only those that need to be looked after enter care.
- Children and young people are supported to remain in the family home and prevented from coming into care, where care is required; this is for the shortest time based on individual needs.
- The voice of the child is clear and transparent in all assessment work.
- Children in Need (CIN) and care planning is effective for children.

Children in Care who go missing or are at risk of Child Sexual Exploitation (CSE)

- An experienced CSE manager has been appointed by the Trust on a fixed term two-year post. This appointment will provide increased focus on the way in which the Trust and other partners work with, and support, children at risk of CSE, and will build on what was achieved by previous interim workers.
- The council's Young People's Service provides return home interviews for children in care who go missing and are focusing on building a strong relationship with the Trust in order to improve and further develop the system for notification and return home interviews. The new CSE manager will provide a consistent link in this process and will be able to provide a greater focus in children who go missing frequently and who may be at risk of CSE.

- The National Youth Advocacy Service (NYAS) provides return home interviews for children and young people who are placed out of borough (OOB) where they go missing. This enables the Trust to gather information and identify what extra help or support might be needed for our young people placed out of the area.
- The multi-agency Sexual Exploitation and Missing Risk Assessment Conference (SEMRAC) Panel meets on a monthly basis to review a list of children who have gone missing more than three times, review children who have been identified as being at risk of CSE and gather evidence of information to inform our understanding of the risks and issues for Slough children in relation to CSE/Missing.

Impact/outcomes

- CSE is recognised and clearly understood across all partners.
- There is clarity about respective roles and responsibilities.
- Partners work together to address CSE and reduce risks.
- Relevant information/intelligence is gathered and shared with key partners to assist/disrupt activity and safeguard children and young people.
- Timely help offered to all children and young people at risk of CSE.

Listening to the Voice of the Child

A survey of children in care was completed by Coram. They designed three surveys based on work they had done with children from other local authorities - for children aged four - seven, eight - eleven, and eleven - eighteen years.

These surveys were completed by young people online, with support from key staff in education settings. 64 Slough children looked after completed the survey.

The response rate at 38 per cent was higher than the average across other local authorities (35 per cent). This feedback was taken to the Reach Out! groups to ask them how the Trust could ensure all children and young people knew the name of their social worker and what it means to feel unsafe, resulting in a range of practical measures (for example new "button" badges for staff).



Case Study - young person, H

Social workers became involved with three children, who originated from Somalia, in 2010. Their mother had been displaced and ended up in a Kenyan refugee camp, so the maternal grandmother raised them.

The children arrived in the UK in 2010 to join their mother, who was granted asylum in 2007.

There was on/off involvement from social care over five years, through a series of referrals, assessments and Child in Need plans, because of the mother's inability to cope with the behaviour of the children. This was exacerbated by mental illness and domestic violence.

There were reports of physical chastisement and threats to harm the children, so the decision was made to take H into care.

H was placed in residential care for two years, where she demonstrated significant anger, and was charged with assaulting another young person.

Social workers worked with CAMHS, completed a CSE indicator tool, had increasing contact with the mother which led to unsupervised contact with H, and the mum received family therapy to help work on establishing guidance and boundaries in her family.

After the interventions, H has developed from a sullen teenager, into an engaged, happy, motivated young woman. She has developed strategies for managing her anger and is working well with the YOT and accepting responsibility for her actions.

She is back in mainstream school and returned to live with her mother in July 2017, under a temporary care order.

Priority 4

Our children looked-after and care leavers will be encouraged to develop positive relationships

This means providing our children and young people with opportunities to develop strong peer relationships, enabling them to sustain family relationships with parents, siblings and extended family in a safe and positive way and ensuring they have access to more specialist support if they require it to ensure their needs are met.

This Priority aligns with the Trust Outcome **Be resilient**, which in turn is about supporting our children and young people are to be self-confident, and positive about themselves/who they are so that they have a strong foundation to deal with life's challenges and to develop enriching relationships with others.

Initiative	Impact/Outcome
Establishment of a stable and skilled permanent workforce in the Trust	<ul style="list-style-type: none"> • Reduction in use of agency workers/increase in the number of permanent staff and managers. • Increased stability of social workers allocated to children. • Stable 'hub' teams created. • Improved outcomes for children.
A participation strategy that focuses on increasing opportunities for active participation of children and young people	<ul style="list-style-type: none"> • Multiple opportunities provided for young people to participate and share their views. • The voice of the child or young person is heard and helping to influence service delivery and care planning, leading to better quality of services.
Children and young people have access to an advocacy service that enables them to express their views, particularly in important meetings about them. Complaints system revamped and linked to Quality Assurance (QA) systems	<ul style="list-style-type: none"> • All children and young people who require support from an Advocate or Independent Visitor now receive it. • The voice of the child or young person is heard and is helping to influence service delivery and care planning. • Improved consultation with our children and young people. • Revised complaints procedure, which is more accessible and responsive to the needs of children and young people, and so learning from complaints is embedded as part of the QA framework.
Launch of Reach Out! Helpline so children and young people can speak to a trusted person about anything that might be of concern, even at evenings/weekends	<ul style="list-style-type: none"> • https://www.scstrust.co.uk/reach-out/

Priority 5

Our children looked-after and care leavers are respected and engaged in planning for their future and supported as they move into adulthood

The Children & Family Act 2014, Children (Leaving Care) Act 2000, and the Care Act 2014 all set out local authorities' responsibilities related to this priority. For example, "Staying Put" gives young people the choice to stay living with their foster carers until their 21st birthday. Similarly, under Leaving Care, there is a responsibility to complete an assessment, develop a pathway plan within three-months of every looked-after child's 16th birthday (to help them towards independence). The Care Act requires an assessment of need for children with Learning Difficulties or Disabilities (LDD). Our performance against Priority 5 is as follows.

This Priority aligns with the Trust Outcome **Be independent**, which in turn is about supporting our children and young people to develop the skills and self-confidence to move into adulthood and make a positive contribution to society.

Developing materials to understand what it is like being in care

Our children and young people took part in a national project creating a series of animations about what it is like to be a child in care. These animations are for other children who have come into care to look at and help them understand.



They are also for professionals to look at to understand the child's experiences.

When I am in care who can I talk to?

<https://youtu.be/gbQGkbkgtE>

Questions you may have when you are in care

https://youtu.be/_amAIPOPwEM

Me & who?

<https://youtu.be/mTLQgLrypx8>

My Review My Views - to enable children to have a voice

Following feedback from our children and young people, we have created an online tool called My Review My Views which has a set of questions aimed at enabling the child or young person to fill out the questionnaire and for this to be shared at their looked after review meeting. An online form has been created to suit different age ranges from 8-15 and 16-17. A paper form is available for children aged 4-7. We look at the information regularly and see how we can make changes and improvements.

Child Looked After Review

All our children in care are required to have a review, which is chaired by an Independent Reviewing Officer. This meeting encourages the child/young person to participate and tell the professionals what they want to happen with their care plan. During the year 1 April 2017 to 31 March 2018, 97.5 per cent of reviews took place within timescales and 97 per cent of children are recorded as having participated in their review.

Ofsted have looked at the IRO service within their monitoring visits and have commented:

"Independent reviewing officers (IROs) are now having an impact in challenging and guiding children's plans. The use of formal escalation is

increasing. IROs meet regularly with children and social workers, both in and outside of reviews. The timeliness of children looked after reviews and the level of participation by children in their reviews are much improved. The minutes of review meetings are child-centred and written directly to the child in plain language; they ensure children know why they are in care, and who is responsible for making sure that they remain safe. Professional relationships between social workers, team managers, and independent reviewing officers (IROs) are increasingly constructive, and are contributing to strengthening quality assurance processes."

The case study below illustrates a multi-agency/ multi-disciplinary approach to supporting "Ms B" navigate the housing system and gain her independence.

Housing Case Study

Client (Ms B) first came to housing's attention in 2012, when she was nearly 17 years old and was referred to Housing Needs by the 16+ worker.

What followed was a series of different placements, a period of homelessness and sofa surfing, before a successful intervention.

Below is some of the history:

- Ms B was placed in a care home in Reading via Slough social services until March 2013, before a placement in Northolt.
- Ms B took a placement at The Foyer in September 2013, but left to become homeless. She would not engage with the housing team.
- In October 2014, housing received another referral for young person's hostel accommodation for Ms B, via her 16+ worker. Ms B had been rough sleeping/sofa surfing during the in-between period.
- Ms B was rehoused in Slough YMCA. However, by June 2015, it was clear this had failed because she was found in a different property during a premises closure order visit by housing.

- After the closure on a Friday, Ms B was given B&B accommodation until the Monday and advised to present at MyCouncil for a homeless assessment the following Monday. She did not use the B&B and did not attend MyCouncil.
- The housing team reported concerns to the team leader at The Trust about the fact Ms B had not been in touch, around the people she had been staying with and about her appearance when they saw her at the property closure visit.
- Ms B began to engage with the T2 service in December 2015 but did not want to engage with housing.
- She approached housing with a partner in March 2016 and was interviewed by the homeless officer, but they left before anything could be done.
- Ms B returned in August 2016 with a partner and a worker from the youth team. They said they had been sleeping in a tent. A referral to the Young People Supported Housing Panel was made, but was refused due to previous tenancy issues.
- In November 2016, a decision was taken to place Ms B into temporary housing as she again approached as homeless. She had been sleeping in a tent, had substance addiction issues and undiagnosed mental health issues.
- Homeless enquiries were complete in January 2017 and an 'Agreed' S184 duty decision reached. As Ms B's homeless decision was only two months after her 21st birthday, the council agreed to take a pragmatic approach and housed her under the 'LAC' Allocations scheme into a social housing property, to provide her with the best chance of success for the future.

After this, Ms B was housed in an SBC property. She has not had rent arrears and is thriving.

Priority 6

Our children looked-after and care leavers will be supported to have good health and wellbeing

Children and young people who are Looked After are among the most vulnerable members of society and the evidence nationally is that their health, social and educational outcomes continue to remain poor. It is the statutory duty of local authorities and health agencies to work together to improve the health and well-being of these children and young people. For Slough, this health remit is the responsibility of the statutory post of Designated Nurse for Children in Care, which from 2016 was transferred to the Associate Director of Safeguarding, East Berkshire Clinical Commissioning Group (CCG).

This Priority aligns with the Trust Outcome **Be happy**, which in turn is about supporting our children and young people's wellbeing so that, in turn children and young people feel valued, loved and cared for and have a strong sense of purpose.



Initiative	Impact/Outcome
BHFT Children in Care consultation on health assessments	<ul style="list-style-type: none">• The Looked After Nurse for Berkshire Healthcare Foundation Trust attended a Reach Out! group to talk to them about their health assessments and how they could be made better for children and young people - a child friendly health assessment form has been developed and young people will be asked to give feedback to ensure it continues to be appropriate.• A pathway of Children's and Young Peoples' on-going participation has been developed as this will be a dynamic process. It will be shared with Looked after Children at their social events, Reach Out! groups and opportunistically. The plan is to consult with Children Looked-After on the new forms to get their valuable feedback on the wording and layout of new forms which will be used for feedback after their health assessments.

Initiative	Impact/Outcome
Initial Health Assessments (IHA) and Review Health Assessments (RHA)	<ul style="list-style-type: none"> All children when they come into care have a health assessment that helps us to ensure all their health needs are clearly identified and where there are any problems with their health these are quickly addressed. Ongoing annual health reviews make sure we continue to monitor health the whole time a child is in care. The CCG recently completed a systems review across East Berkshire local authorities of the process for IHAs and RHAs. All the recommendations for Slough were accepted and are being embedded to ensure effective outcomes for CLA.
Leisure offer to Children in Care and Care Leavers	<ul style="list-style-type: none"> All children and young people in care and care leavers are entitled to a discount card, which entitles them to half price (50 per cent off) Active Slough sessions across the borough.
Health Passport for young people aged 16+	<ul style="list-style-type: none"> Working in partnership with Berkshire Healthcare NHS Foundation Trust, young people shared their thoughts on the idea of producing a “health passport” that would record a young person’s health history and be presented to them before they left care. Young people’s views were captured and incorporated into the final design of the Health Passport. An official launch of the Health Passport took place in May 2017 and was attended by the Chair of the Reach Out! group and young people who had been involved in its development.

NEXT STEPS

Whilst Slough can demonstrate clear progress against the six priorities set out on page four of this strategy, we should continuously be asking, "is this good enough for my child?"

As corporate parents we recognise that - as in life - we are on a journey and therefore need to caution against complacency and acknowledge there is ever more we can do!

We believe the existing six priorities are still valid for Slough. Through the championing work of the Joint Parenting Panel we will strive to deliver these priorities, evidencing the impact made using the Trust's Outcomes Framework, and by asking our children in care and care leavers.



Appendix 1

Our Pledge: our promises to our children looked-after in Slough

Developed in 2016 by Reach Out!, Slough's Children in Care Council, the 19 Pledges will be reviewed and published by March 2019 to ensure their continued appropriateness and to enable regular performance monitoring, for example as part of the Balanced Score Card information received by Joint Parenting Panel. In the interim, we have reviewed our performance, summarised in the following table.



What we said we would do...	What we have done...
1) We will make sure that social workers take the time to get to know and understand you. We will make sure that social workers are friendlier and listen to you more.	<p>We value the relationship we have with all our children looked-after and work on improving this. Examples include:</p> <ul style="list-style-type: none">• We will visit you every six weeks and will make sure you are able to talk to us alone.• We will make sure that your care or pathway plan is up to date, takes account of your needs and agreed with you.• Through Reach Out! we have produced You Tube clips and an Information Pack ("A Helping Hand") containing advice and information for all our children looked-after and care leavers.• We will introduce ourselves properly to you and we will make sure you can contact us on the phone or through email and when we visit you.• Our staff have a badge showing their first name, you said that this helps us be more approachable and is a great conversation starter at one-to-one visits!

What we said we would do...	What we have done...
2) We will help you to have the same social worker for a long time.	We will do our best to make sure you have the same social worker. Sometimes a social worker leaves and when this happens we will make sure that you are told that the worker is leaving and you will be told who your new worker is. We expect our social workers to say goodbye properly to you when they are leaving.
3) We will make sure that foster carers treat you the same as their own children, so that there is no favouritism and give you the love that you need.	We look for and assess foster carers who are able to build a loving relationship with you and meet all your care and emotional needs.
4) We will make sure you have access to and are provided with the right advice and support to ensure you are physically and emotionally healthy.	<p>You will have regular health checks and your looked after review will check that this is happening.</p> <p>We will help you to access all the services you need to keep you healthy and safe, whether through a GP, dentist, nurse, optician or counsellor.</p> <p>Your progress is regularly monitored and a record kept ("Health Passport"). This record is yours to keep for when you leave care.</p> <p>We have produced specific information ("Local Offer") setting out what is available for all our children looked-after and care leavers.</p>
5) We will help you have a healthy diet (one of your five-a-day) and make sure you have opportunities to take part in activities that will keep you healthy.	<p>We encourage you to adopt a healthy lifestyle in a variety of ways, including through information and advice, health assessments, and working with foster carers about the care provided in their homes.</p> <p>We offer all our children looked-after and care leavers a 50 per cent discount off leisure activities such as Get Active.</p>
6) We will help you to stay where you are living if that is what you want.	We will make sure that when you are going in to a placement that the family knows and understands your needs and can help you to settle down. A placement plan and your care plan will help everyone to do this.

What we said we would do...	What we have done...
<p>7) We will help you get the best educational outcomes and have a computer to help support you with your education.</p>	<p>Through the Virtual School, we support you to get the most from your education, regardless of where you are placed. This support can continue once you leave care up to the age of 25.</p> <p>Your Personal Education Plan includes an explanation of how we will support you to achieve in education and employment and what we will do to encourage you to reach your goals and realise your potential.</p> <p>If you have a special talent we will help you develop those talents - extra tuition and Easter and summer schools can be provided to help you achieve your goals if needed.</p> <p>For children with special needs we provide extra support where required through an Education, Health and Care Plan.</p> <p>The Virtual School will also fund any reasonable education requests you might have, tailored to your needs - for example, textbooks, equipment, and travel to education interviews.</p> <p>We celebrate your academic and other achievements through an annual award ceremony.</p>
<p>8) We will make sure you have the opportunity to take part in activities and hobbies.</p>	<p>We encourage and support you to participate in wider opportunities to build your confidence so that you are able to make safe decisions for yourself.</p> <p>Your social worker, personal advisor and foster carer will all take the time to find out about your hobbies, interests and goals and help you achieve them. Examples include:</p> <ul style="list-style-type: none"> • The Virtual School organises regular activity days for all children in care, including those who live outside of the borough, to find out how you are feeling in a fun and creative environment. • A range of drop-in and appointment based information, advice and guidance sessions in Slough where you can get help from trained advisors. • A website to encourage young people to get active and involved through a range of sports, arts, social activities, and personal development programmes; and opportunities to learn a new skill and make new friends under our universal youth programme.

What we said we would do...	What we have done...
9) We will help you keep in touch with your friends and receive the right information about staying over at your friend's house.	We will help you to continue friendships from before you came into care, if it is safe to do so and in your care plan.
10) We will help you to be involved in the decisions that are made about you and any decisions and plans that are made about your future.	<p>We have introduced an online tool called "My Review... My Views". This includes age-appropriate questionnaires for all children and young people to complete before their 6-monthly review meetings. This information is shared with your social worker so that we can see how best to make any changes that benefit you.</p> <p>You will have a review every six months and this will help you to be involved in decisions that are made and help you tell us what you want to happen.</p>
11) We will help you to be involved in choosing your placement and to know more about where you are moving to, including being able to visits new carers before you move.	We have increased the number of foster carers that are available and will do our best to offer you information about a choice of placements that best meet your needs.
12) We will ensure you receive the best advice and support about applying for college and university, applying for a job and for your future carer.	The Virtual School organises regular "taster" visits to colleges and universities. We have specialist staff to support all Post 16 care leavers into further and higher education. We can also provide anyone not in employment, education or training with specialist careers support, advice and guidance and can arrange apprenticeship and work experience opportunities if that is what you want to do.

What we said we would do...	What we have done...
<p>13) We will help and support you to learn about budgeting, how to cook, clean and other independent living skills</p>	<p>After you turn 16, you will be allocated a personal advisor, who will provide you with advice, information and guidance to prepare for independence and make the transition to adulthood. They will help you develop a Pathway Plan which looks at your goals and ambitions and how, together, we can help you achieve them. You can read more about this in our "A guide to leaving care" booklet, available on our website.</p> <p>Until you turn 18, you will be provided a living allowance and after 18, you can apply for Universal Credit. We will support you in applying for this and with any other benefits you may be entitled to, as well as help with budgeting. You can read more about this in our "Guide for Care Leavers", available on our website. This guide also explains all of your financial entitlements.</p> <p>We will also help you apply for the documents you will need e.g. national insurance number, birth certificate, passport etc.</p> <p>Our "What happens next?" sessions and "Guide for Care Leavers" also include lots of useful information about preparing to live independently – for example matters relating to health, education, advocacy, and care leavers rights.</p> <p>Our Life Skills programme can provide you with targeted support to help you transition into adulthood and independence if you need it.</p>
<p>14) We will support you to find a place to live, that is safe and secure and is suitable for your needs. We will ensure we plan ahead to make sure that, together, we find the right place for you, when you move on</p>	<p>Your feedback into the "Your Life, Your Care" survey run by Coram Voice helped us understand what works well and where we need to improve, particularly with the range of safe and secure places for you to live. We will work with you to find the best option and help you set up your new home. We can also provide you with support to help you sustain your housing if you need it.</p> <p>Accommodation has been identified for up to fifteen care leavers ready for independent living. We have also introduced a Council tax exemption for all care leavers up to the age of 25 years. If you live outside of Slough you can still benefit from this.</p> <p>We have also updated the "My Reviews...My Views" on-line form so you can tell us if you feel unsafe in any part of your life and what we could do to help you feel safer.</p>

What we said we would do...	What we have done...
15) We want to support you to have contact with your family and friends. If this is not possible, we will tell you why.	We understand these are important to you and your social worker will talk these things through with you and will help you where possible to maintain contact. Sometimes this is not possible but we will explain clearly to you when this is the case so that you understand.
16) We will offer you the support of an advocate or independent visitor if you feel that you are not being supported. Sometimes you may find it difficult to say what you want and you may want some support to put your views forward.	We provide an independent advocacy and visiting service so you can get the help and support you need. These visits create a safe space for you to talk about anything that is important to you and what you want to happen with your care plan. Your advocate or advisor will help make sure your voice is heard and taken into account about decisions that affect you.
17) We will listen if you have a complaint or would like to praise someone.	<p>We have a complaints policy and a complaints manager who you can talk to about your complaint.</p> <p>You will receive information on how to make a complaint in your information packs and there is information on the Trust website about how to make a complaint. You can ask for the support of an advocate to help you make your complaint.</p>
18) We will make sure you can speak to someone who you trust about anything you are worried about, even at evenings and weekends.	<p>You will always be able to contact your social worker, personal advisor or advocate about any concerns or issues you may have.</p> <p>We also provide a number of opportunities for you to join with other young people to share your views, concerns and aspirations. For example:</p> <ul style="list-style-type: none"> • Through Reach Out! you can help shape the services we offer children and young people. Reach Out! has a dedicated section on the Trust's website to promote who they are, what they do and encourage more children and young people to get involved. • We listened to feedback from young people about how we could improve the Drop-in for care leavers' service and made changes to ensure it is available from 1.30pm to 6.30pm each week. • We also provide a chat room for you to use so you have somewhere safe to talk. Space2talk, our fortnightly drop-in session, is held in the chat room and provides young people with a safe space to meet and talk to one another.
19) If we make a promise to you we will keep it.	We will always aim to keep to our promises but if for any reason we are unable to do so, we will give you an explanation.

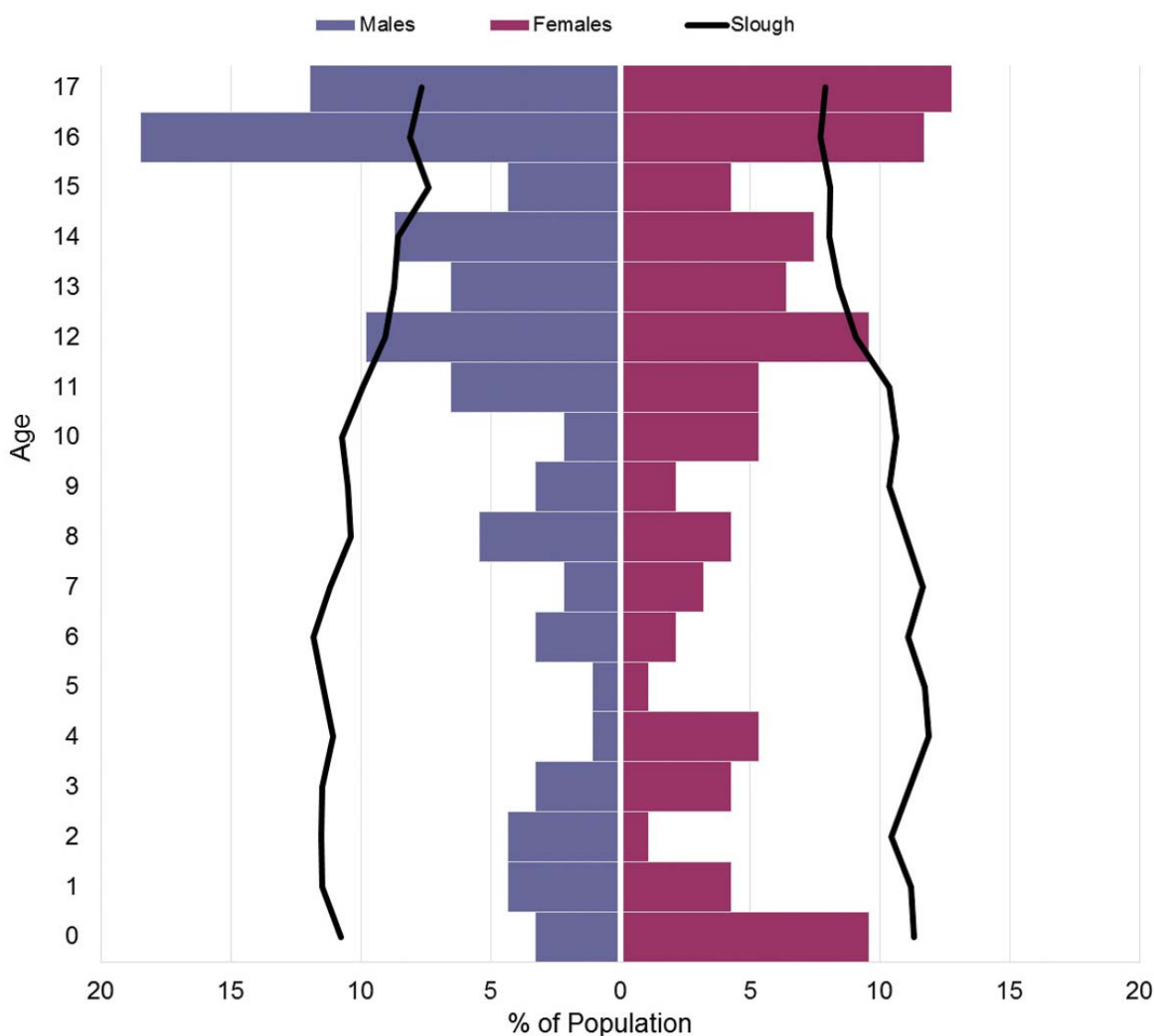
Appendix 2

Profile of Children Looked-After and Care Leavers

- Since 2017, there has been an increase in the proportion of our CLA placed inside Slough or within 20 miles. This has fluctuated over the course of the last year and has recently risen to 71% at the end of October 2018 but is still slightly below 73% the same time last year.

- A third of the CLA population comprises older teenagers (aged 15-17 years).
- Generally speaking the older age group came in to care mainly due to parents struggling with implementing boundaries, family breakdown, homelessness and some wishing to be in care.
- For the younger age group the primary reason for being in care is as a result of parental neglect/abuse.

Slough CLA Population distribution (at 31/10/2018)



Children Looked After (correct as at 31.10.2018)	Numbers	Total Slough population
Children Looked After (CLA) in Slough	186 (216 corresponding figure same time last year)	
Age profile of CLA	Age 0-5:40 (22%)	15,708
	Age 6-12: 60 (32%)	17,129
	Age: 13-18: 86 (46%)	9,343
Ethnicity of Slough's CLA	White 51%	45.7%
	Asian or Asian British 16%	39.7%
	Black or Black British 8%	8.6%
	Mixed background 23%	3.4%
	Other ethnic groups 2%	2.6%

Care Leavers (correct as at 31.10.2018)	Numbers	Total Slough population
Care Leavers (Including those aged under 18)	172 At the start of the Trust in 05.10.2015 we had 142 CLC (across all ages)	
Age profile of CL	Age 16-18: 83 (47%)	5,332
	Age 19-20: 61 (35%)	2,879
	Age 21-24: 28 (16%)	6,454
Ethnicity of Slough's CL	White 46%	45.7%
	Asian or Asian British 20%	39.7%
	Black or Black British 16.6%	8.6%
	Mixed background 14%	3.4%
	Other ethnic groups 4%	2.6%

Appendix 3

Case Study: Strengthening the relationship between Reach Out! and the Joint Parent Panel (JPP) – sourced from participation officer, SCST

Slough's Children in Care Council (CiCC), established in 2009, began as one group for children and young people looked after aged 11-17. Since this time the CiCC, formally known as Reach Out!, has flourished and we now have two forums for children and young people looked after and one forum for care leavers.

Young people involved in the CiCC have historically been invited to attend and contribute to each Joint Parenting Panel, for example, the Chair of Reach Out! was a regular attendee. As well as contribute to discussions, the Chair would also present on the CiCC's achievements.

In 2016, Reach Out! contributed to the Corporate Parenting Strategy 2016-2018 with the following opening statement:

"We would like you to support us and have an understanding of the needs of all Slough's children in care, in all aspects of our lives. We would like all corporate parents to ask us our views and listen to what we say. We would like you to keep your promises and follow through with the things you say you will do. You should want to take your responsibilities seriously and do your very best for us because you make a difference to our future. We want all corporate parents to treat us the same as they would their own children so that we receive the support, care and love that we need."

Young people's views have influenced the decisions made by the Joint Parenting Panel. An example of this is, following their attendance at the South Regional Young People's Benchmarking Forum, two of our care leavers then attended the Joint Parenting Panel to provide feedback about what other local authorities offer their young people and share their ideas on how services could be improved for

Slough's care leavers. Both young people felt a reduction in council tax would help Slough's care leavers to reduce their financial constraints. Young people shared details about North Somerset's council tax reduction scheme as an example of what could be offered in Slough. In January 2018, Slough Borough Council announced 'Slough care leavers aged between 18 and up to their 25th birthday, where the authority has a responsibility for them, will be exempt from paying council tax from April 2018.'

Although young people had contributed to each Joint Parenting Panel and those young people who attended in the past had been happy to do so, the Joint Parenting Panel needed to strengthen its relationship with Reach Out! and also engage the wider view of its children looked-after and care leavers.

Creation of Reach Out! & Review

Reach Out! held a joint lunch and session with the Chief Executive of the Trust and the Chair of the Trust Board in August 2017 to explore the idea of setting up a specific panel of young people who would meet with the Chief Executive and other key professionals such as the Chairs of the Joint Parenting Panel. The new panel would create greater opportunity for young people to scrutinise the Joint Parenting Panel. It would also ensure there is a formal mechanism for young people to meet with and feedback to senior leaders about what is working well, what needs to be improved and ensure corporate parents are being held accountable for the services being delivered to children looked after and care leavers.

The new scrutiny panel, which is a sub-group of the CiCC, was formally named by young people as Reach Out! & Review and their first meeting was held in January 2018. The purpose of Reach Out! & Review was also agreed.

- To create greater opportunity for Slough's young people looked after and care leavers to review/scrutinise the role of the Joint Parenting Panel.
- To ensure there is a formal mechanism for young people to meet with and feedback to senior leaders about what is working well and what needs to be improved.
- To ensure corporate parents are being held accountable for the services being delivered to children looked after and care leavers.

At each Reach Out! & Review meeting young people present their three main Hot Topics to all panel members. Hot Topics are the main topics, concerns, issues or questions for Slough's children looked after or care leavers. Examples of the Hot Topics young people have raised so far are:

- birthdays - ensuring all children looked after and care leavers receive a birthday card
- change of social workers and personal advisors
- foster carers - ensuring they are taking part in mental health awareness training
- free access to council leisure facilities
- expectations of social workers and personal advisors
- ensuring children and young people have a designated space (currently The Chat Room) in the new building Slough Borough Council and the Trust will be moving to
- the role of the corporate parent - ensuring all children looked after understand what this means

Each meeting is chaired by a NYAS (National Youth Advocacy Service) senior advocate. See page nine infographic of the process of Reach Out! and Reach Out! & Review.

Feedback from members of Reach Out!

"The young people's scrutiny panel can make sure the Joint Parenting Panel is committed to doing things better and make sure services and the Joint Parenting Panel are doing what they say they are going to do."

"Our corporate parents need to have a better understanding of what is important to children looked after and care leavers."

What has worked well so far?

It is evident already that the link and relationship between Reach Out! and the Joint Parenting Panel has improved since the creation of Reach Out! & Review. Various members of the Joint Parenting Panel have met with young people and include the Chief Executive, Slough Children's Services Trust; Director of Children, Learning & Skills, Slough Borough Council; Councillor Shabnum Sadiq and Liz Railton, Co-Chairs of the Joint Parenting Panel; and Robert Tapsfield, Board Chair, Slough Children's Services Trust. During 2018, the group met four times.

Feedback and updates for each hot topic are obtained from the relevant professional and/or service area. For example, following January's hot topics regarding change of and expectation of social workers and personal advisors, our Head of Children Looked After and Care Leavers responded to each hot topic. This was then fed back to young people at their April scrutiny forum.

When young people previously attended the Joint Parent Panel (JPP) they felt listened to but felt nothing happened in between each JPP meeting. Young people do not want the same to happen with their new scrutiny forum. The group also felt it is too long for young people to wait for the next scrutiny forum to get an update on their 'Hot Topics' and suggested a representative from the Joint Parenting Panel should attend their next scheduled Reach Out! monthly forum to provide a brief update on their 'Hot Topics'. This process has now been agreed and Annex A provides a visual explanation of the process.

At the April 2018 forum, it was suggested that young people should also contribute their ideas and suggestions on how services could be improved. This was agreed by young people. An example of this would be:

- young people had discussed the new resources available for children and young people, in particular the new information packs. The group said we need to ensure children and young people are receiving their pack. One young person recommended that Mallards should have their own stock of the new information packs to distribute to their young people.
- Mallards, our residential children's home, was provided with a stock of the packs.
- The young person who made the recommendation was informed this has taken place and was thanked for her recommendation.

Feedback from a member of Reach Out!

"I really enjoyed the meeting. Robert and Liz were so nice and I found it really easy to talk to them."

Feedback from JPP members

"The forum went so well this evening. You have really represented the views of other children and young people looked after and care leavers in your feedback and discussions."

Appendix 4

Joint Parenting Panel Balanced Scorecard

Co-produced by elected members and officers at a workshop on 5 October 2017, the aim is to produce quantitative and qualitative measures - and thus focus discussion - on progress against the corporate parenting strategy priorities, children's social care performance framework and the voice of the child. A revised format of the scorecard (two variants) was agreed at the 12.12.2018 meeting, reproduced below.

▲ = improved performance since last year
▼ = declined performance since last year
◀▶ = performance same as last year

Better than statistical neighbours
 Worse than statistical neighbours
 Same as statistical neighbours
 Benchmarking not available

Measure	Target	Good to be	Oct-17	Oct-18	% change since last year	Benchmarking				
						Slough 17-18	SN	SE	ENG	
1. No. of children looked after	TBC	n/a	221	186	-15.2%	206	4595	10,000	75,420	
2. Children looked after rate per 10,000	TBC	n/a	51.2	43.4	-15.2%	49.0	62.0	51.0	64.0	
3. % of children looked after who have an up-to-date health check	TBC	High	86.4%	93.9%	▲	8.7%	86%	91%	86%	88%
4. % of children looked after who returned home	TBC	High	37.5%	37.0%	▼	-1.4%	30%	33%	29%	31%
5. % of care leavers in education, employment or training (19-21)	TBC	High	45.1%	53.8%	▲	19.5%	38%	50%	52%	51%
6. % of children looked after with an up-to-date Personal Education Plan	TBC	High	96.0%	94.0%	▲	n/a	n/a	n/a	n/a	n/a
7. % of children looked after that have had 2+ changes in SW (in last 12 months)	TBC	Low	49.8%	31.2%	▲	-37.4%	43.7% (year end)	n/a	n/a	15%
8. % of children looked after with 3 or more placements in the last 12 months	12%	Low	9.3%	14.8%	▼	59.4%	16%	11%	12%	10%
9. % of children looked after who are placed more than 20 miles from home	25%	Low	27.0%	28.9%	▼	7.2%	25%	20%	25%	19%
10. No. of children looked after who are unaccompanied asylum seekers	TBC	n/a	10	7		-30.0%	8	42	850	4480
11. % of children looked after who are Black and Ethnic Minority	TBC	n/a	49.1%	48.1%		-2.0%	~42%	~50%	21%	24%
12. % of children looked after with a named, qualified social worker	TBC	High	100.0%	100.0%	◀▶	0.0%	TBC	n/a	n/a	n/a
13. % of children looked after who participated in their most recent review	TBC	High	100.0%	100.0%	◀▶	0.0%	96%	TBC	TBC	TBC
14. No. of approved Trust foster carer households	65	High	41	44	▲	7.3%	40	136	3,300	35,820
15. No. of children looked after or care leavers with SBC/Trust/arvato internship/apprenticeship	TBC	n/a	TBC	TBC		TBC	TBC	n/a	n/a	n/a
16. % of care leavers with an up-to-date Pathway Plan (aged 16+)	TBC	High	41.1%	76.2%	▲	85.3%	54.4% (year end)	n/a	n/a	n/a
17. % of children looked after seen at a statutory visit within specified timescales	TBC	High	75.6%	70.5%	▼	-6.7%	80.2% (year end)	n/a	n/a	n/a
18. % of children looked after with a current Strength and Difficulties Questionnaire	TBC	High	76.5%	77.6%	▲	1.5%	65%	84%	72%	78%
19. % of children looked after with long-term placement stability	TBC	High	71.4%	71.7%	▲	0.4%	72%	64%	68%	70%

JPP Scorecard (variant 2)

Measure	Target	Last 13 Months													% change since last year	Benchmarking				
		Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18		YTD	Prev. Year	SN	SE	ENG
No. of children looked after	TBC	216	208	208	203	202	206	197	192	185	181	179	178	183	-15.2%	273	206	4595	10,000	75,420
Children looked after rate per 10,000	TBC	51.2	49.3	49.3	48.1	47.9	48.8	46.7	45.5	43.9	42.9	42.4	42.2	43.4	-15.2%	TBC	49.0	62.0	51.0	64.0
% of children looked after who have an up-to-date health check	TBC	86%	83%	82%	83%	93%	90%	96%	95%	92%	88%	87%	92%	94%	8.7%	TBC	86	91	86	88
% of children looked after who returned home	TBC	38%	40%	40%	39%	39%	38%	36%	37%	36%	38%	37%	35%	37%	-1.4%	TBC	30%	33%	29%	31%
% of care leavers in suitable accommodation (aged 19-21)	TBC	73%	79%	77%	69%	67%	66%	73%	70%	70%	75%	78%	79%	78%	6.8%	78%	68%	80%	80%	84%
% of children looked after with an up-to-date Personal Education Plan	TBC	n/a	n/a	96%	n/a	n/a	88%	n/a	n/a	n/a	n/a	94%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% of children looked after that have had 2+ changes in SW (in last 12 months)	TBC	50%	48%	45%	44%	43%	44%	42%	41%	40%	37%	36%	34%	31%	-37.4%	31%	43.7% (year end)	n/a	n/a	15%
% of children looked after with 3 or more placements in the last 12 months	12%	9%	11%	10%	10%	13%	14%	14%	15%	15%	13%	13%	12%	15%	59.4%	15%	16%	11%	12%	10%
% of children looked after who are placed more than 20 miles from home	25%	27%	28%	28%	27%	26%	26%	27%	29%	30%	31%	30%	31%	29%	7.2%	29%	25%	20%	25%	19%
No. of children looked after who are unaccompanied asylum seekers	TBC	10	9	10	9	8	8	6	5	5	5	5	5	7	-30.0%	TBC	8	42	850	4480
% of children looked after who are Black and Ethnic Minority	TBC	49.1%	47.1%	45.2%	43.8%	42.6%	42.2%	43.7%	45.8%	45.9%	47.5%	46.9%	46.6%	48.1%	-2.0%	TBC	~42%	~50%	21%	24%
% of children looked after with a named, qualified social worker	TBC	100.0%	100.0%	100.0%	99.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100%	TBC	n/a	n/a	n/a
% of children looked after who participated in their most recent review	TBC	100.0%	96.2%	93.2%	95.9%	93.8%	96.6%	97.8%	92.9%	92.3%	100.0%	93.3%	97.2%	100.0%	0.0%	96%	96%	TBC	TBC	TBC
No. of approved Trust foster carer households	65	41	45	45	45	46	46	44	45	44	44	45	43	44	7.3%	44	40	136	3,300	35,820
No. of children looked after or care leavers with SBC/Trust/arvato internship/apprenticeship	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	n/a	n/a	n/a
% of care leavers with an up-to-date Pathway Plan (aged 16+)	TBC	41.1%	45.3%	49.2%	52.0%	55.1%	54.4%	57.2%	74.3%	76.1%	69.4%	75.4%	77.2%	76.2%	85.3%	76.2%	54.4% (year end)	n/a	n/a	n/a
% of children looked after seen at a statutory visit within specified timescales	TBC	75.6%	78.4%	76.5%	72.8%	76.4%	80.2%	80.3%	84.8%	75.0%	79.1%	83.0%	84.7%	70.5%	-6.7%	70.5%	80.2% (year end)	n/a	n/a	n/a
% of children looked after with a current Strength and Difficulties Questionnaire	TBC	76.5%	76.3%	77.5%	79.5%	80.5%	77.6%	79.0%	76.0%	75.9%	75.9%	78.3%	85.6%	77.6%	1.5%	TBC	65%	84%	72%	78%
% of children looked after with long-term placement stability	TBC	71.4%	71.4%	73.1%	74.0%	70.8%	67.4%	71.7%	65.3%	71.4%	70.8%	68.9%	71.1%	71.7%	0.4%	71.7%	72%	64%	68%	70%

Appendix 5

Joint Parenting Panel – Terms of Reference (agreed by JPP 12.12.2018)

Joint Parenting Panel

Slough Borough Council & Slough Children's Services Trust

Terms of Reference 2018/19

1. Purpose of the Joint Parenting Panel

1.1 The Joint Parenting Panel (the 'Panel') is a private meeting of Slough Borough Council (SBC), and is the primary vehicle for the council's councillors and Non-Executive Directors of Slough Children's Services Trust (SCST) to demonstrate their commitment to deliver better outcomes for children and young people in care and care leavers.

1.2 The Panel is a key mechanism by which both councillors and Non-Executive Directors of SCST can ensure that services meet the needs of children and young people in care and care leavers.

1.3 In particular this includes:

- High quality care, nurturing supportive and meaningful relationships that encourage their growth of self-esteem, confidence and resilience; enabling young people to cope with change and difficult times
- The highest standard of education which is consistent with the needs and abilities of the child
- Opportunities and encouragement for self-development and keeping fit and healthy
- Encouragement to take up hobbies, acquiring life skills and being a good citizen
- Opportunities for education, employment and training, including open days and work placements and apprenticeships

- Assistance with the transition from care to looking after themselves, including the provision of suitable accommodation

2. Responsibilities of the Joint Parenting Panel

2.1 The Panel should:

- Champion and provide clear strategic and political direction in relation to corporate parenting
- Ensure councillors and non-executive directors undertake their annual programme of visits to children's homes
- Ensure the needs of children and young people in care and their carers are prioritised and these are reflected in the pledge to Slough's children in care
- Use the LGA's "10 questions to ask if you're scrutinising services for looked after children" to assess the effectiveness of the services provided to children and young people in care and care leavers
- Receive regular reports on the level, range and quality of services provided to children and young people in care and care leavers, and identify areas for improvement
- Receive regular reports of key performance and quality indicators (as set out in the corporate parenting scorecard) relating to in care, and identify areas for improvement
- Engage with and support the work of the various Reach Out! (Children in Care Council) groups
- Engage with and support the work of Reach Out And Review (ROAR)
- Take account of the views of children, young people and their carers and involve them in the assessment and development of services

- Champion the provision of dedicated, specialist council-based work placements and apprenticeships for young people in care
- Promote achievement and acknowledge the aspirations of children and young people in care by supporting celebration events and activity days
- Meet with Ofsted inspectors (where appropriate) for their input into inspections
- Encourage members to participate in the Slough Fostering Panel
- Agree an annual work plan for the Panel, based on the Corporate Parenting Strategy priorities/pledge to looked after children
- Review membership of the Panel and the impact that it has had on the experiences and progress of children in care and care leavers
- Report formally to the council's Education and Children's Services Scrutiny Panel and cabinet/council where appropriate.

3. Membership

- 3.1 Membership will be reviewed annually as follows:
- (a) For the council by the relevant political groups, at the commencement of each municipal year.
 - (b) SCST Board nominations to the Panel will be received annually at the commencement of each municipal year.
- 3.2 In order to avoid any potential conflicts of interests, the Chair of the Education and Children's Services Scrutiny Panel and the council's representatives on the SCST Board shall be prohibited from sitting on the Panel as members.
- 3.3 All seven elected member appointments to the Panel by the Council will be made on a politically proportionate basis.

Chairing the Panel

- 3.4 The Panel shall be co-chaired by the council's cabinet member for children, education and families and a nominated Non-Executive Director of the SCST.
- 3.5 The Chair of the Panel shall alternate at each subsequent meeting, with an equal number of meetings chaired by the council's cabinet member for children, education and families and the Non-Executive Director of the SCST.
- 3.6 Vice chairs shall be confirmed at the commencement of the municipal year, and must include one council member of the Panel, and one Non-Executive Director of the SCST.

Voting Members

- 3.7 The Panel will be made up of voting and non-voting members.
- 3.8 The Panel will always seek to reach a consensus approach; however, should the need arise, the members of the Panel that can cast a vote on any matter shall be as follows:
- The council's cabinet member for Children, Education And Families, (co-chair)
 - Non-Executive Director of SCST (co-chair)
 - Six councillors, including the council's vice chair
 - One SCST non-executive director (SCST vice chair)
- 3.9 The quorum of the Panel shall be a minimum of three voting members of the Panel.
- 3.10 If a vote is called, and there are equal numbers of votes for and against, the relevant co-chair will have a second or casting vote.
- 3.11 In the absence of the co-chairs, the relevant vice-chair shall preside over the meeting and will retain the co-chair's casting vote.

Non-voting members

3.12 Non-voting members are required to attend all meetings, or to nominate a substitute in the event of their absence.

3.13 The non-voting members of the Panel shall be as follows:

- The council's Director of Children, Learning and Skills
- Chief Executive, SCST
- Foster carer
- Reach Out! Group representative
- The council's Service lead for strategic housing services
- Thames Valley Police representative
- Designated Nurse for Children in Care (East Berkshire Clinical Commissioning Group (CCG))
- Virtual School Head
- The council's Service lead for Communities and Leisure

* The Looked After Children's Nurse is not a permanent member of the Panel but will be invited to attend meetings as and when appropriate.

4. Operation of the Panel

Meetings

4.1 The Panel will meet a minimum of four times a year.

4.2 Each meeting of the Panel will be based on one or more of the key themes within the Corporate Parenting Strategy (based on the Pledge), as agreed at the first meeting of each municipal year (see schedules A and B). To ensure that the voice of the child is prominent and promote a strong relationship between the Children in Care Council and the Panel, a representative(s) from Reach Out!/ROAR will be invited to participate at each Panel.

Administration

4.3 The agenda for each meeting shall be agreed by the council's Director of Children, Learning and Skills and SCST Chief Executive as part of the Panel's ongoing Forward Work Plan for the municipal year.

4.4 Administrative support will be provided by the council's Democratic Services team, who will arrange the meetings of the Panel; maintain the Forward Work plan and publish its agendas. The agreed agenda will be despatched by Democratic Services, at least five working days in advance of the meeting.

4.5 An officer from the council's Democratic Services team will be responsible for the minutes of the meeting and their subsequent circulation.

4.6 Attendance at meetings and access to the minutes will be restricted to members of the Panel and those listed under voting and non-voting members, as set out above.

4.7 Requests from non-members to view the minutes will be considered, based on the request fulfilling a valid 'need-to-know' requirement.

Accountability/Governance

4.8 The Panel will provide a child friendly response to the list of hot topics identified by Reach Out and Review members and discussed at their meetings. This summary will be provided within 14 working days of the meeting taking place.

4.8 The Panel will provide a quarterly report to the Education and Children's Services Scrutiny Panel setting out work to deliver the Corporate Parenting Strategy. This report will be presented by the council's co-chair of the Panel.

Review

- 4.9 These terms of reference will be reviewed annually by the council's Director of Children, Learning and Skills and the Chief Executive of the SCST.
- 4.10 Any revisions must be endorsed by the Panel and the Member Panel on the Constitution Committee before being approved by full council.

Schedule A: Slough Corporate Parenting Strategy 2018-2020

Priorities

Slough's Corporate Parenting Strategy 2018-2020 includes six priorities, which are based on Our Pledge: our promises to our looked after children (see Appendix 2)

Our children looked-after and care leavers will be:

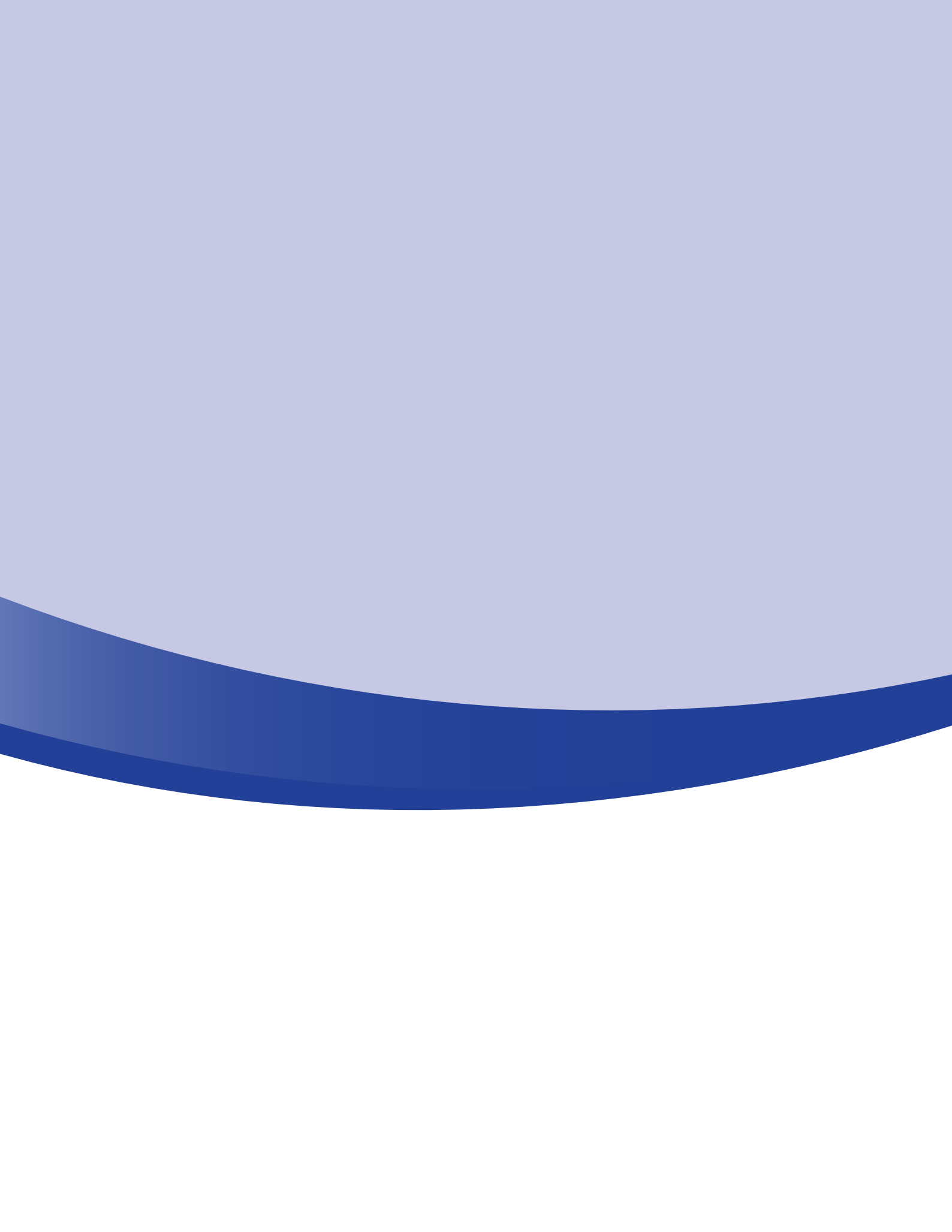
- 1) Supported by strong and effective corporate parenting
- 2) Enabled to reach their educational attainment
- 3) Encouraged to keep safe
- 4) Encouraged to develop positive relationships
- 5) Respected and engaged in planning for their future, and supported as they move into adulthood
- 6) Supported to have good health and wellbeing

Schedule B: Our Pledge - our promises to our looked after children in Slough

- 1) We will make sure that social workers take the time to get to know and understand you. We will make sure that social workers are friendlier and listen to you more.
- 2) We will help you to have the same social worker for a long time.
- 3) We will make sure that foster carers treat you the same as their own children, so there is no favouritism and give you the care and love that you need.

- 4) We will make sure you have access to and are provided with the right advice and support to ensure you are physically and emotionally healthy.
- 5) We will help you have a healthy diet (one of your 5 a day) and make sure you have opportunities to take part in activities that will keep you healthy.
- 6) We will help you to stay where you are living if that is what you want.
- 7) We will help you to get the best educational outcomes and have a computer to help support you with your education.
- 8) We will make sure you have the opportunity to take part in activities and hobbies.
- 9) We will help you to keep in touch with your friends and receive the right information about staying over at your friend's house.
- 10) We will help you to be involved in the decisions that are made about you and any decisions and plans that are made about your future.
- 11) We will help you to be involved in choosing your placement and to know more about where you are moving to, including being able to visit any new carers before you move.
- 12) We will ensure you receive the best advice and support about applying for college and university, applying for a job and for your future career.
- 13) We will help and support you to learn about budgeting, how to cook, clean and other independent living skills.
- 14) We will support you to find a place to live, that is safe and secure and is suitable for your needs. We will ensure we plan ahead to make sure that, together, we find the right place for you, when you move on from care.
- 15) We want to support you to have contact with your family and friends. If this is not possible we will tell you why.

- 16) We will offer you the support of an advocate or independent visitor if you feel that you are not being supported. Sometimes you may find it difficult to say what you want and you may want some support to put your views forward.
- 17) We will listen if you have a complaint or would like to praise someone.
- 18) We will make sure you can speak to someone who you trust about anything you are worried about, even at evenings and weekends.
- 19) If we make a promise to you we will keep it.





Virtual School Annual Report 2017-18

Executive Summary

Report Summary

Executive Summary of the impact of the Slough Virtual School

Policy Owner: Anne Bunce, Virtual School Headteacher

Version: 1

Date: November, 2018



A hands-on approach to help children in Slough be

..... Safe, Secure and Successful

This is the Executive Summary of Slough's Virtual School for July 17 to June 18. It is one of a suite of three documents.

- Full Annual Report
- Executive Summary (this document)
- Summary for the children

Some technical information

Nationally reported exam results are only for children who have been in care for at least a year. In Slough these groups are small or very small in number. So we often use fractions rather than percentages.

For consistency, the information is taken from a single Virtual School register On 11 June, 2018, the last week of June's GCSEs.

There is a glossary of terms and references at the back of this document.

References

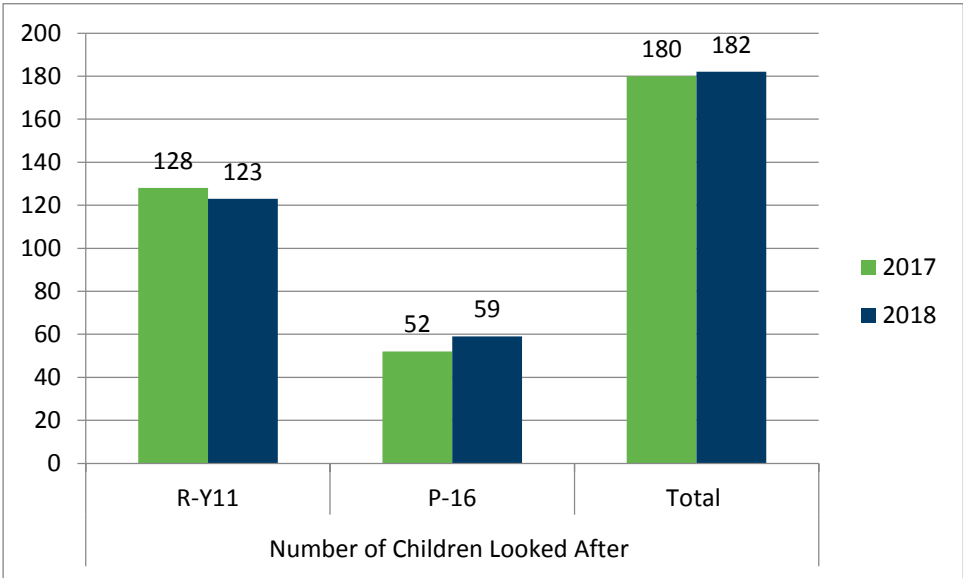
This report uses current references fully listed in Annual Report.

A key document cited in the Executive summary is the ***10 Questions to ask if you're scrutinising services for looked-after children*** is a document published by the LGA in 2015 to help councillors in their scrutiny of services for CLA. The second question is:

How well do children in care do at school, both academically and in terms of other achievements?

This question is broken down in the document and these more specific questions headline each section of the Annual Report. Together they answer Question 2. They are indicated in ***blue text*** in this document.

Executive Summary



Graph 1: Number of children looked after on census day (11 June, 2018)

Performance in Key Performance Indicators

Exam results for June 18

How well do children in care do at school, both academically?

Only 2 year groups had cohorts of reportable size.
Full result analysis is available in the Annual Report.

Year 6

There are eight reportable children. Two have EHCPs. Four are at school in Slough and four out. Five are girls and three boys.

- Slough CLA were close to matching **non-CLA** peers in Slough and nationally in maths, Writing and passing all three subjects.
- Slough CLA exceeded **non-CLA** peers in Reading.
- Fewer Slough CLA than the **non-CLA** cohort were achieving at greater depth.
- Slough CLA did much better than CLA in other local authorities (based on national 2017 figures), in Reading, Writing, maths and passes in all three subjects.
- Taking into account those with SEND needs and the very small cohorts, the performance in and out Slough was similar.
- One child made well below expected progress; four children made expected progress; three children (one with an EHCP) made well above expected progress.

Year 11

This year group was predicted as the weakest academically in the school. Although many had results in Year 6 that would have predicted higher grades at GCSE, the cohort has had significant contributing factors, particularly in the crucial years 10 and 11. Poor emotional wellbeing is a feature of the cohort.

There are 15 reportable students. Three students have EHCPs. two are in Slough and 13 out. There are seven girls and eight boys. Four who have been missing from education for significant amounts of time of their GCSE study. One UYAS student is studying ESOL.

One student on returning to mainstream from alternative education has chosen to re-do Year 10 and is on track for excellent GCSEs next year. Another student did not take exams for medical reasons and will retake next year. Both of these will be reported as a year 11 next year.

Our 2018 results are compared with 2017 comparators. This is weak information as there have been significant changes to GCSEs including explicitly more rigour and exam only results.

In attainment Slough Year 11 CLA did not come close to matching non CLA peers, in either their Attainment 8 score or percentages reaching the required standard in English and maths.

Compared with CLA in other authorities their Attainment 8 score of 16 is similar to the (2017) national figure of 19.3.

Compared with CLA in other authorities the percentage of those passing English and maths at 6% compares unfavourably with the (2017) national figure of 17.5%.

Progress from Key Stage 2 is the Progress 8 number 0 represents expected progress. Anything with a positive number is better than expected performance. Three children were not in English schools in Year 6, so do not have a baseline score.

Overall the Slough CLA cohort got -0.835, this compares favourably with 2017 figure for CLA peers of -1.18, but is not close to non-CLA peers nationally who got -0.08

Other qualifications gained by young people at different times from their peers

One young person got distinctions on 15 elements of their Level 3 qualification, opening up the chance to go to University.

One young person got qualifications in construction at level 3 allowing them to go to University to study building management.

One Year 12 achieved good passes in English, maths and art at GCSEs to complete their qualifications after a significantly disrupted Year 11.

One Year 12 got her GCSE maths pass, whilst taking the first year of A Levels

The impact of having a special educational need

Of the 123 CLA in Years R- 11 on the 11 June register, 33 or 27% had an EHCP.

For Slough this figure is 3.6% and nationally 2.8%.

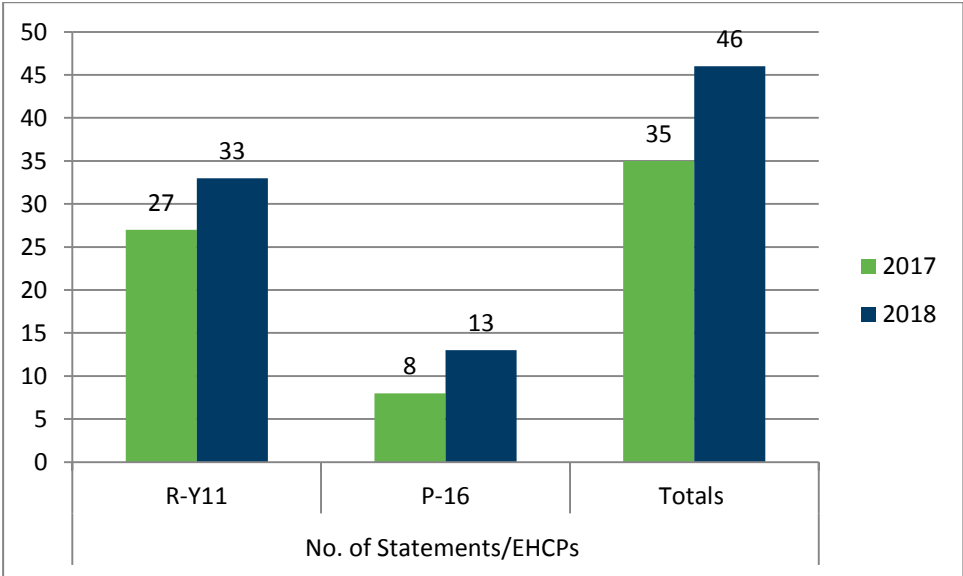
For the 60 CLA on the Year 12 and 13 register 13 or 26% had an EHCP.
(All conversions from statements have been completed for all CLA under 18).

20/33 or 60% of Slough CLA in Years R-11with EHCPs have their primary need identified as Social Emotional and Mental Health. This is significantly higher than the 12% of the national SEND population and higher than the 40% of the national CLA population.

CLA with learning and cognition as their primary need it is often speech and language difficulties. Provision has been hard to find in Slough, but a new arrangement is starting in January 2019.

PEP meetings are times to coincide with Annual Reviews of EHCPs wherever practical.

Number of Statements/EHCP



Between June 2017 and June 2018, five children left care who had EHCP/Statements.

Although there are more young people in Y12-13 who have a special educational need the percentage is smaller due to a bigger cohort.

We have worked hard to identify those young people who may have a special educational need and worked with the Educational Psychologists to create a Service Level Agreements between our teams. This helps us identify those young people who may need support earlier

in their care journey. The Ed Psych team have been trained on our ePEP system, have log-ins and access to the children's files on their caseload.

Performance by children with Special Educational Needs (SEND)

Year 6 (two children with EHCPs)

- One child with an EHCP exceeded the national standard in maths. His progress in English was well above expected rate.
- The other child with an EHCP had a very disrupted year but is now on track and predicted to make good progress in Year 7.

Year 11(three students with EHCPs)

- Attainment 8 score nationally for CLA with SEND is 6.8 if they have an EHCP. Slough SEND CLA Attainment 8 average score is 0.0.
- Progress 8 score nationally for CLA with SEND is -1.6. Slough SEND CLA Progress 8 average score is -3.21 but only based on the 2 students who had taken Key Stage 2 SATs and had an EHCP.

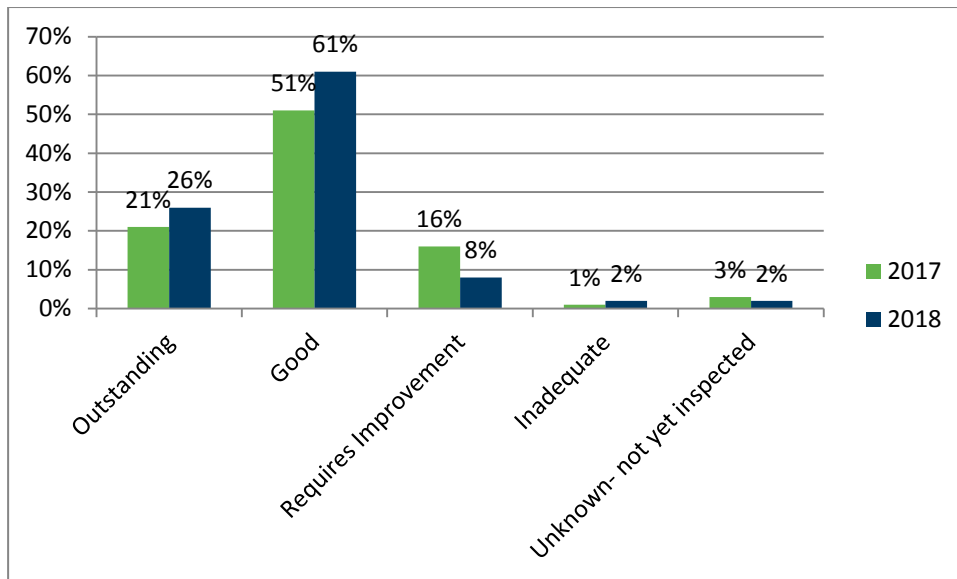
The children who need EHCPs have now got one, or it is being prepared.

Quality of schools

87% of children are in Good or Outstanding schools. No child is ever moved to a school that is not good or outstanding. However, sometimes we have a child come into care in schools that are not Good or Outstanding. We only move the child's school if it is in their best interest. For example this may have to wait until the care situation is secured by a Full Care Order. Learning Advocates focus on any children in requires improvement and inadequate schools to ensure the children are not disadvantaged.

A key provider, Arbour Vale our local specialist school for learning and cognition, previously good was judged as Inadequate by Ofsted in an inspection during the year. There have been five young people on the register for the whole time this report covers. All these cases were reviewed in September 17 and judged to be better supported at Arbour Vale than moving to new provision.

Reception to Y11



Graph2: Quality of schools for CLA aged Reception to Year 11

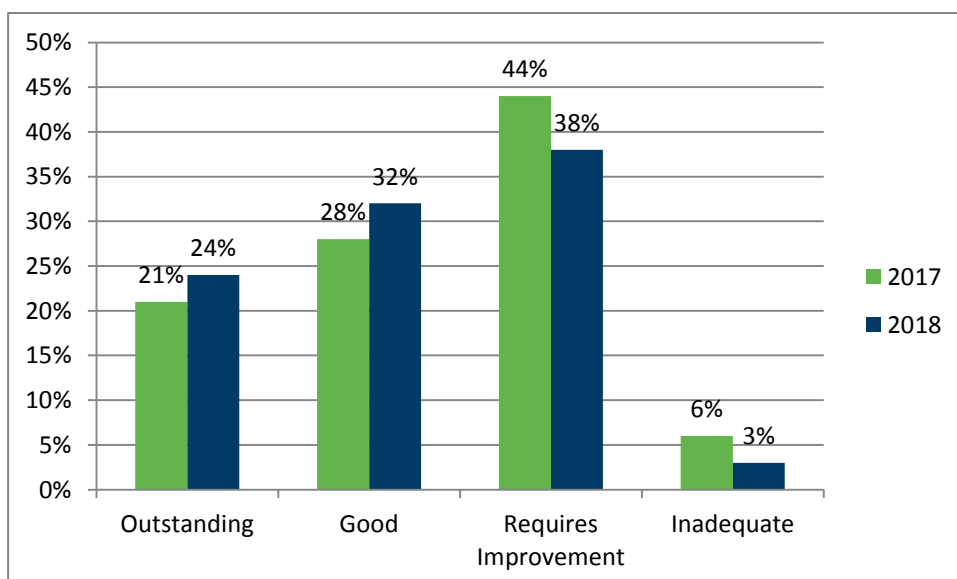
Quality of Post 16 Provision

Post- 16

A key provider, Windsor Forest College, (formerly known as East Berkshire College), who was previously good was judged as Requires Improvement by Ofsted in an inspection during the year. This had a big impact on our young people doing ESOL and Post 16 courses. There were thirteen of these, two aged under 16.

In 2017 16 young people were NEET, two were taking online tuition, one was undertaking an apprenticeship and one is attending a sports academy sponsored by a premier league club.

In 2018 16 young people were NEET, one young person was undertaking an online course, three young people undertaking an apprenticeship, six young people were employed full or part time and two young people were in custody.



Graph 3: Quality of schools for Post-16

PEPs

PEP Numbers

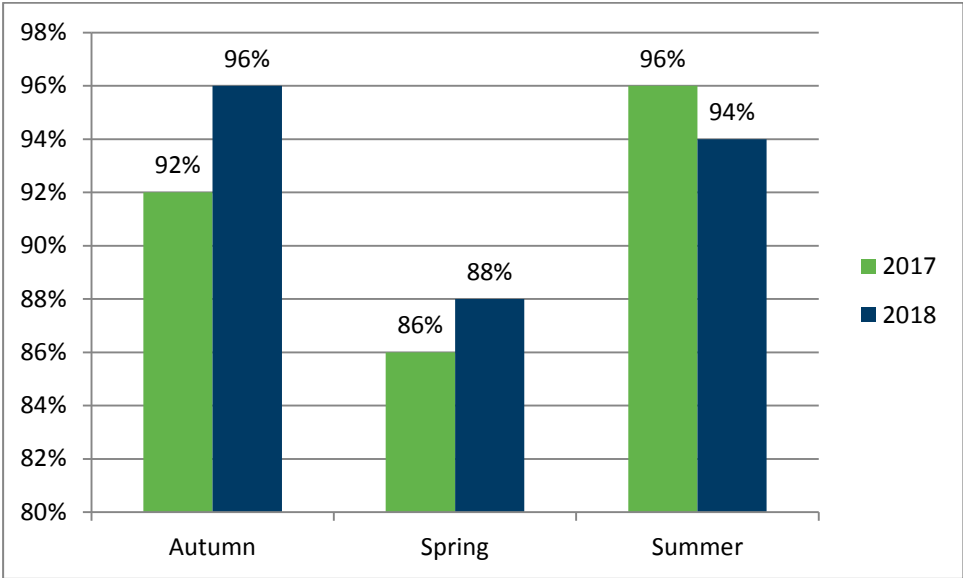
There continues to be a rise in the number of PEPs. With the increased flexibility in staffing for the next academic year the ambition is for 100% in every term the coming year.

All children of statutory school age and those in a pre-school setting have three PEPs a year, of which at least two are led by the Virtual School.

From birth to pre-school there is one PEP a year, which is related to health visitor assessments.

From age 16 up to 25 for those in education there should be two PEPs a year. These should be embedded in Pathway Plans. This work is in its early stages. A post-16 PEP will be rolled out in September.

Year R-Year 11 PEPs

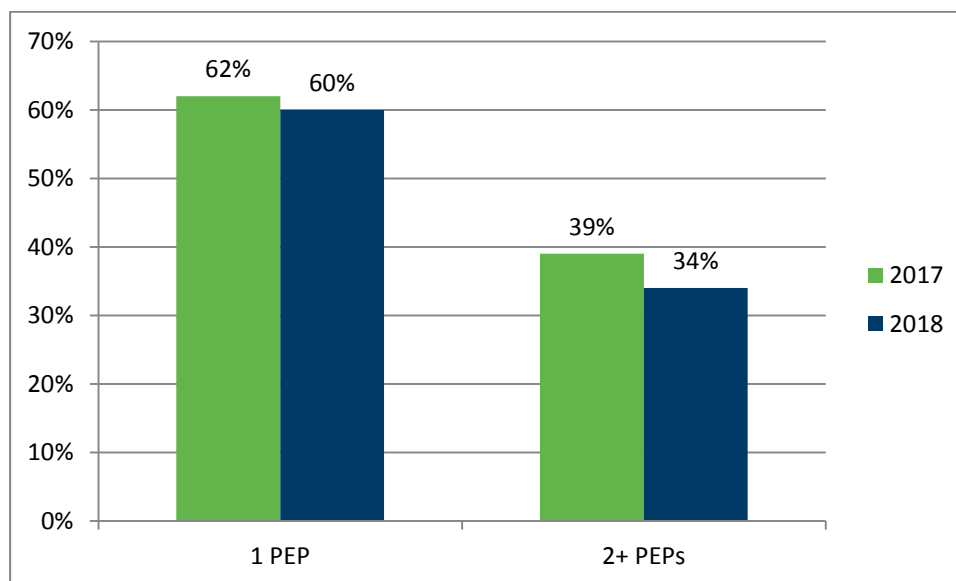


Graph 4: PEPs for Reception to Year 11

Post-16 PEPs

We had a slight decrease on the amount of PEPs successfully completed for this cohort in comparison to 2016/17 academic year. We are looking to improve this in the next academic year and have taken the following steps to make this happen:-

- Provided training on the ePEP system for Windsor Forest College as they have historically taught a large proportion of our P16 cohort in further education. In June 2018 30% of those in further education attended Windsor Forest.
- Created a new P16 PEP which is better focused towards this age group.
- Created an 'Informal PEP' that can be used for those who are NEET.
- Employed a P16 advisor who will focus exclusively on the Y12 and Y13 cohort.

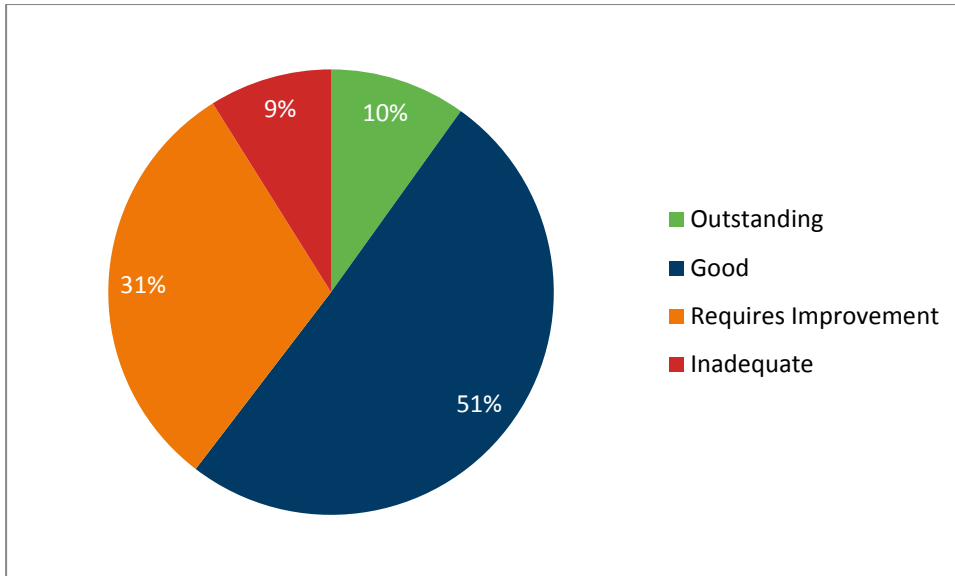


Graph 5: PEPs for Post-16

PEP Quality for Reception to Year 11

This is a benchmark for us going forward; we aim to increase the number of 'Good' and 'Outstanding' PEPs by the end of academic year 18/19. Planned actions going forward include:

- Learning advocates having ipads to complete EPEP at meeting, to ensure completion.
- Specialist training on the ePEP system for Designated Teachers.
- Focusing on those schools or colleges that have received Inadequate ratings throughout the year.
- Our PEP Champion provides 1-2-1 training for schools and colleges.
- Re-design of post-16 PEP.

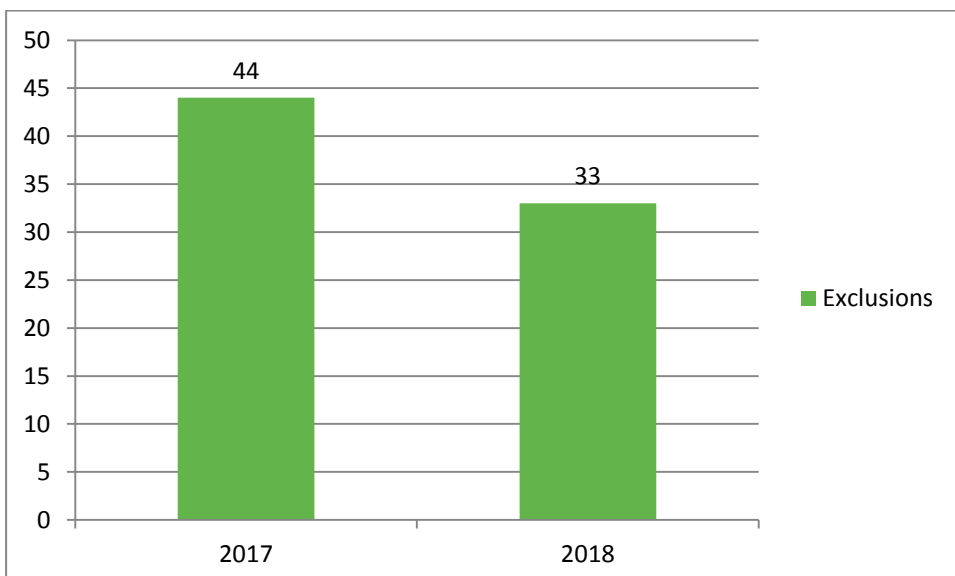


Graph 6: PEP quality for Reception to Year 11

No PEPs can be signed off without a quality judgement being recorded, using the criteria in Appendix 4 of the full report. PEPs are either inadequate, requires improvement, good or outstanding. A key element to be rated good or better is that a PEP has to have the voice of the child. We audit the PEPs routinely and there continues to be an increase in PEP quality. This has accelerated considerably in September and October, with team changes.

The vast majority of Requires Improvement PEPs had good and even outstanding qualities but were incomplete. Most Inadequate schools are historical as the child left the school. In the five cases where the child is still in the school the Virtual School Headteacher has taken this up with the school directly.

Exclusions



Graph 7: Number of exclusions

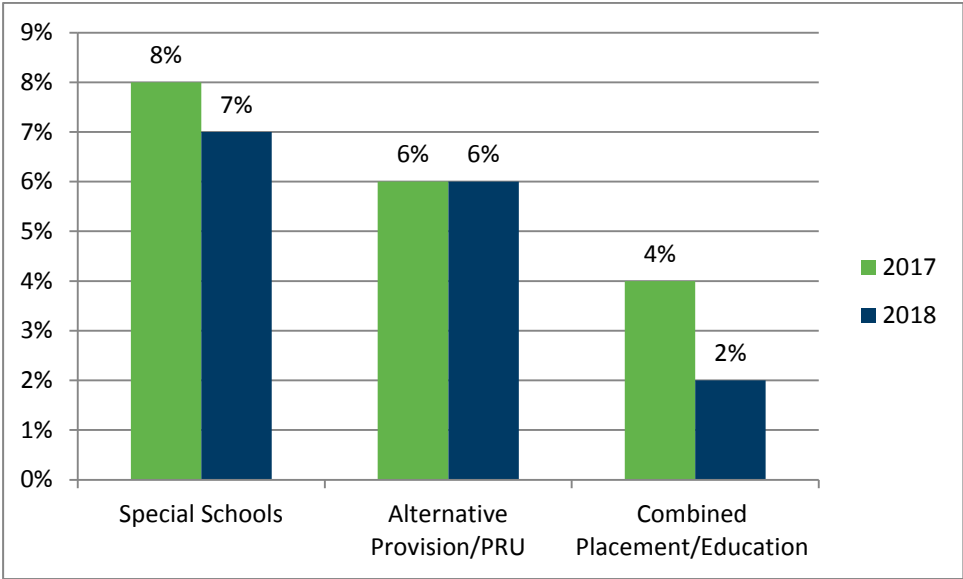
In the 2016-17 academic year we had 19 **(15%)** in students R-Y11 who had a fixed term exclusions. This amounted to 44 incidents across the year. 10 students were excluded multiple times. (In 2017 2.11% of all children nationally have one or more fixed term exclusions, for CLA the national figure is 7.65%.)

In the 2017-18 academic year we had 14 **(11%)** students R-Y11 who had fixed term exclusions. This amounted to 33 incidents across the year. 8 students were excluded multiple times.

Slough CLA had 0 permanent exclusions. 0.08% of all children nationally are permanently excluded. 0.1% of CLA.

Each Learning Advocate on the team has forged relationships with designated teachers of the schools and social workers to try and reduce the number of fixed term exclusions experienced by our young people by offering support and guidance when situations arise. We have used the pupil premium to manage situations to avoid full expulsion e.g. funding 1-2-1 assistants. Every exclusion, is followed up with an 'ABC' form to analyse the Antecedents, Behaviour and Consequences, with the school and for the Virtual School to reflect on any patterns.

Alternative Provision



Graph 8: Percentage of looked-after children in alternative provision

53 children are in Slough mainstream schools, including four in Grammar Schools and two others in Slough special schools.

As a proportion of the children in Slough in alternative provision has reduced significantly, with five children in alternative provisions. Two were in Year 11, one in Year 10 and one in alternative Primary provision and one in unregistered Primary provision.

One child who was in alternative provision has made outstanding progress and now attends mainstream Primary. One got five GCSEs and has secured a college placement. One is in

special school and is now making good progress. One has left care and the other is now in specialist residential placement.

Attendance

Attendance has been more rigorously tracked this year with every school phoned every day and weekly reports taken. All cases where there is a drop in attendance are followed up with social worker and school.

47 (38%) children and young people in R-Y11 had attendance below 95%. However this includes a number of Y11 students who would have undertaken study leave which would have affected their overall attendance percentage for the year.

This number has risen slightly compared to the 42 students in 2016-17 academic year. Unfortunately the number of children missing education in this cohort has risen due to a refusal to engage in education. For the majority of those whose attendance is below 95% their attendance has risen since being in care.

13 (11%) children and young people had attendance below 85%. Reasons those who had a low attendance on entry into care and chronic sickness due to special needs.

Attendance is always discussed in the PEP meetings. Learning Advocates received reports weekly for their cohort, and promptly address any long term sickness, unauthorised absences or pre-approved holidays.

Within the P-16 cohort we have 35 students attending school or college. 51% of this cohort has attendance 95% or above. This is nearly a 10% increase from last year.

Children Missing Education

A key group are children missing education. In 2017 one young person was child missing education. 99% of the cohort was in full time education.

As at June 2018, four young people are missing education and one young person is in custody. This is partially due to the change in statutory regulations in regards to Youth Offending and the obligations on the Local Authority for their care. 95% of the cohort was in full time education.

These children and young people have been offered a really wide range of options. For example these include bespoke face to face tutoring on a 1:1 basis; tutoring with specialist tutors using work context based learning; on-line tutoring (which can support them if they move round the country as placements change.); traineeships; vocational courses in alternative provision, courses with Duke of Edinburgh Awards and Prince's Trust.

We re-visit these cases all the time and try to engage the young person in learning, and on occasion have had times when they could engage, but not sustain. Three of the cases were in Year 11. In year 12 we got all three to engage initially with something, but it has not

sustained. We will continue to try. For a younger child once in 52 week care is currently attending the attached educational provision.

NEETs (Not in Employment Education or Training)

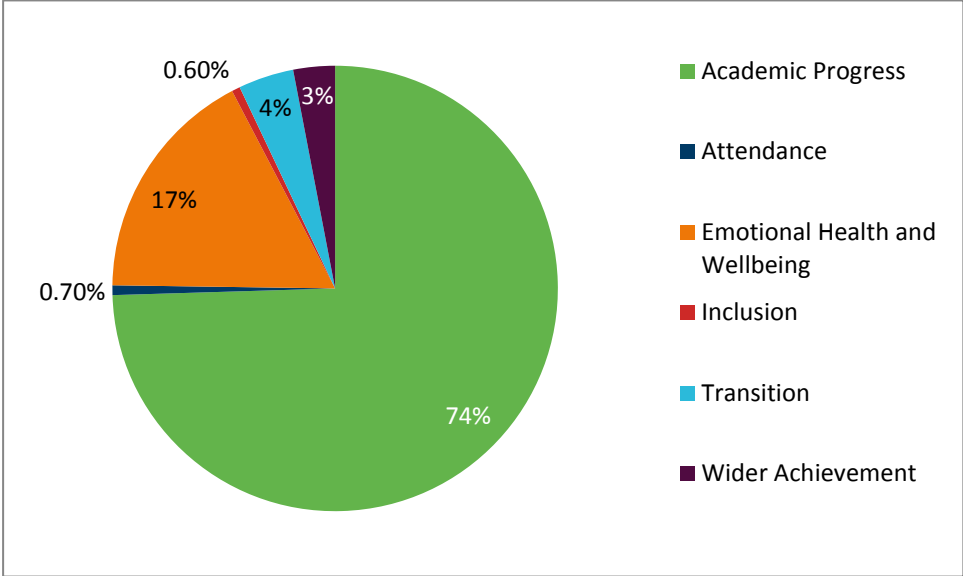
Significant and effective work is going on to reduce the numbers of CLA who are NEET. Most cases have entrenched needs and take time, effort and expertise to move to EET. The key time of July to October for return to education is not covered by this report, but case studies will be written up. The development of a post-16 team in the Virtual School, a Personal Adviser with responsibility for NEET leadership, and the new NEET worker role in Young People’s Service has great potential for improving our support for children missing education and NEET to move to EET. It is a strong feature that they are working with Out of Borough children who are over-represented in our CME and NEET figures.

Pupil Premium Plus Funding

All Pupil Premium Plus funding was used last year. Its use is led by need and is thus timely. No spending on an individual child can be passed unless it is recorded as a SMART target in the PEP. The improvement in results and rates of progress show that we that we are spending PP+ well to have impact on the learning and life chances of our CLA.

We have used Pupil Premium funding in a number of ways, led by the needs of individual children.

We have bought in occupational therapy to support a child’s handwriting development.



Graph 9: Reasons for use of Pupil Premium Plus

You said - we did

What do looked-after children themselves say about their education and aspirations?

For the Slough Virtual School this is the key question. To be rated good or outstanding the PEP has to have the child's voice recorded. For older young people this may be replaced by their active engagement in the meeting being recorded. Another conduit has been the career aspiration visit to Year 11 and the work experience offered to Year 10, based on their interests. We also make sure that book choices in parcel in the Post reflect individual; interests. We seek out the child's voice through a range of stakeholders, examples of you said we did are given below.

You said...	To your social worker... I want to move from alternative provision to mainstream school; Live with my family.
We did...	<ul style="list-style-type: none"> • Work with you to find the right local school that will respect you and meet your needs. • Worked with staff at the school to know what you needed and be trained. • Sort a place with school admissions. • Design and set up a transition programme, including with staff from your old school • Hold PEPs.
What happened next...	All three young people started their new schools in January 2018 and have attained at levels similar to their non CLA peers and made excellent progress. The children moved to family members are all doing really well in new schools.

You said...	In schools... Teachers should have more understanding of children looked after and how to support children and young people with their emotional wellbeing.
We did...	<ul style="list-style-type: none"> • Offer all schools that have a child looked after by Slough attachment training. • All new Designated Teachers a day's training including the impact of early life trauma on learning. • Run Designated teachers meetings. • Develop the measurement of emotional wellbeing in school with SDQs in PEPs.
What happened next...	We agree with you this is an area that needs more development and it is one of the three priorities identified in the Virtual School's Action Plan for next year.

You said...	In your PEP... I want to be a programmer
We did...	<ul style="list-style-type: none"> • Set up out of school tutoring in Raspberry Pi.
What happened next...	You are now starting to programme in Scratch. Your attainment at school is above your peers in maths. You have made excellent progress this year and have made a great transition to secondary school.
You said...	To your Personal Adviser... I want to be tested for dyslexia.
We did...	<ul style="list-style-type: none"> • Sorted dyslexia assessment through Service Level Agreement with Slough Educational Psychologists. • Set in train an application for an Education Health and Care Plan.
What happened next...	Your learning options are secured until you are 25.
You said...	To Virtual School in PEP meetings... I want to stay at my school.
We did...	<ul style="list-style-type: none"> • Sorted viable transport arrangements.
What happened next...	In one case all GCSEs taken. The other exceptional results (against non CLA peers) maintained.
You said...	To social worker (on entry to care)... I don't feel safe to take my exams.
We did...	<ul style="list-style-type: none"> • Arrange that school staff you trust supervised your arrival in the school carpark and took you to the exam hall. After exam they returned to taxi in school grounds for you return journey.
What happened next...	Exams successfully taken.
You said...	To personal adviser... I want to do an apprenticeship.
We did...	<ul style="list-style-type: none"> • Sourced the apprenticeship. • Worked with Team Around the Apprentice.
What happened next...	Exceptional reports on your qualities as an apprentice. Level 2 apprentice qualified and linked to mentor and opportunities at Heathrow.
You said...	To social worker... I want to do GCSE maths as soon as possible and I want a good tutor.
We did...	<ul style="list-style-type: none"> • Re-employ your preferred tutor. • Change the focus of the tutoring to GCSE not functional skills.
What happened next...	You were ready to take your GCSE by June.

You said...	To post-16 lead in Virtual School... I want complete my Level 3 (A level equivalent) specialist course and go to University.
We did...	<ul style="list-style-type: none"> • Source specialist tutors to help develop your English and maths, to allow your ability in your specialist area to be pursued at university.
What happened next...	3 qualifications at A level standard, all graded at distinction. Russell Group University place secured, doing preferred management course.
You said...	To Virtual School... I want to go to University.
We did...	<ul style="list-style-type: none"> • Support for course selection and universities with specific support for care leavers. • Signposting sources of funding and other support. • Taster visits to Oxford and Brunel Universities. • Current Slough CLAs spoke to peers at different events.
What happened next...	<p>Six due to start University in September.</p> <p>Four are already doing degrees.</p> <p>Three Masters level students graduated this year. WOW!</p>
You said...	To Virtual School in PEP... I want to be a Police Officer.
We did...	<ul style="list-style-type: none"> • Approached police officer in Innovations Hub who arranged visits.
What happened next...	You got on really well and use him as a mentor. (He loves meeting up too!)
You said...	To post-16 lead in Virtual School... I want to do work and learn on-line at the same time.
We did...	<ul style="list-style-type: none"> • Funded online learning at a higher level than Young person thought they could do.
What happened next...	Young person now looking at a wider range of learning to continue education.
You said...	To social worker (on day of release from prison)... I want to do a (named) trade.
We did...	<ul style="list-style-type: none"> • Same day two options in that trade found and discussed with you. • Applications in on same day.
What happened next...	Place secured within week.

You said...	To Virtual School... I don't feel confident enough to talk to other people and am feeling lonely. I want to do well.
We did...	<ul style="list-style-type: none"> • Arranged individual tutoring. • Got you a place on a course with Community Voluntary Service. • Invited you to attend English and Maths classes run weekly by the Virtual School. • Invited you to Easter and Summer school revision classes. • Provided tablet with revision materials. • Signing up on ICT course for next year. • Researched ways to learn tailoring, your favoured career.
What happened next...	You had the confidence to take the offered opportunities. Your personal adviser and foster carer report you are much happier and have the self belief to have a go. You now initiate conversations. Now you understand English well enough to understand the questions, your maths results improved dramatically. You make delicious food for the young people who attend events with you.

Working Together to develop and embed best practice

One of the key questions identified by The 10 Questions to ask if you're scrutinising services *for looked-after children* published by the LGA in 2015

How effective is the Virtual School Head Service and what impact has it had?

The Virtual School has many opportunities this year to influence policy and practice for the education of CLA across Slough and in schools beyond with Slough CLA. The impact has been wider and deeper understanding of the needs of the group by a wide range of professionals.

Virtual School Activity: Links to Slough schools and Slough Borough Council Education colleagues

Impact for CLA:

- Service Level Agreement (SLA) in place with Educational Psychologists to visit all children after first PEP and attend the second to inform support offered to child. For example dyslexia screening and support for EHCP applications.
- Moves between Slough schools are built on trust, and can be achieved quickly.
- Exclusions in Slough schools picked up readily by SBC Education team.
- Admissions to Slough schools achieved quickly.

Virtual School Activity: Meetings with multi-agency professionals including YOT, Early Years, SBC Young People's Service

Impact for CLA:

- Different teams who work with CLA in their specialist roles join up for the benefit of CLA. For example links between IROs in the Trust and SEND Team within SBC established. This means that SEND discussions in CLA Reviews and CLA matters in Annual Reviews of SEND are mutually informative. YOT in Trust knows who the educational psychologists are in SBC. This allows discussions on assessment of educational need for CLA known to the Justice System.

Virtual School Activity: SEND Panel membership.

Impact for CLA:

- EHCPs for children who have experienced early life trauma are understood by Panel.

Virtual School Activity: Placement Panel membership.

Impact for CLA:

- The mantra, 'no placement is a placement without a school agreed by Virtual School', is now evident in all cases that come to Panel. Social workers actively seek advice from the Virtual School Team.

Virtual School Activity: Classes for English and maths which were requested by care leavers

Impact for CLA:

- For the young people who attended regularly, significant improvement for exam results. For one young person in six months a score 6/50 became 43/50 and a pass at Level 2 maths functional skills.

Virtual School Activity: Trust SMT and Operational Management Team membership

Impact for CLA:

- Education issues understood by senior and operational managers and profile of Virtual School is high.

Virtual School Activity: Designated Teacher Meetings

Impact for CLA:

- Professionals explain ideas to DTs who disseminate in schools. For example SDQs in schools. Having this information has better targeted support for young people in their PEPs.

Virtual School Activity: Revision classes in Easter and summer holidays

Impact for CLA:

- See Appendix 3 of the full report for feedback from Summer School July 18.

Virtual School Activity: Links to clinicians

Impact for CLA:

- Virtual School staff link to the Systemic View of social work practice when working with professionals in schools. Builds the system of support for CLA.

Virtual School Activity: Training IFAs, Foster Carers, Designated Teachers, social workers, SGOs and adopters

Impact for CLA:

- By developing a shared view of what good education for CLA looks like the child benefits from all professionals working to same goal. In particular, not confusing being a CLA, with lack of aspiration.

Virtual School Activity: Newsletter

Impact for CLA:

- DTs in schools in and out of Slough are kept up to date with training opportunities, new research and developments in the Slough Virtual School.

Virtual School Activity: Leadership of Heathrow Education of CLA Group

Impact for CLA:

- A possibly transformative set of opportunities have been created with Heathrow and Heathrow Academy. 75,000 jobs are predicted to be coming with new runway.
- Opening the Heathrow Academy courses from 16, those who are disengaged with a school approach at 16 to have a safe pre pre-employment option. This can go onto the pre- employment route already offered by Heathrow Academy at 18.
- At our suggestion they have employed someone to actively engage with CLA and help them look at opportunities at Heathrow for employment and training at all levels.

The Virtual School has continued to develop this year

- Since January 18 we have supported Previously Looked After children, that is adopted or under Special Guardianship Orders, who are in Slough schools. This became a statutory duty in September 18.
- We have run well evaluated education training for number of stakeholders.
- We have made links to a much wider variety of post-16 education options, including the Academy at Heathrow Airport
- Transition from Primary to Secondary school has been particularly strong
- School judgements of the mental health of their young people is now assessed and recorded in SDQs
- Educational Psychologist will routinely attend the 2nd PEP with information on the child from observational visits and testing.
- In the Working Together to develop and embed best practice, the widening range of activity of the Virtual School is matched with the impact it has had for CLA, for example being part of the Slough Association of Secondary Headteachers (SASH).
- All children who need an EHCP have one. All Statements have been converted to EHCPs.
- Support for the Early Years has been transformed by having a specialist lead.
- We send you cards to every child on their birthday and to mark special achievements like starting secondary school.

Priorities for next year

In the full Annual Report the priorities for next year for the Virtual School have been compared with the key questions identified by *'The 10 Questions to ask if you're scrutinising services for looked-after children'* published by the LGA in 2015. They are summarised below

What plans does the local authority have to raise the educational attainment of looked-after children?

The team has grown and from September will be at full capacity. This has allowed for greater capacity for leadership

There are three key priorities for next year.

- 1) A greater focus on Year 11 and into Post 16
 - a) Greater capacity in the Team.
 - b) Education element of Pathway Planning enhanced with use of specialist PEP.
 - c) Development of the offer to post-16 allowing ready support at any point of entry.
 - d) The Personal Adviser with responsibility for NEET leadership, and the new NEET worker role in Young People's Service, has great potential for improving our support for children missing education and NEET to move to EET. It is a strong feature that they are working with Out of Borough children who are over-represented in our CME and NEET figures.
- 2) A strategic focus on employability skills through
 - a) Better links to Young People's Services in SBC on this vulnerable group, in particular supporting young people living outside of Slough.
 - b) Development of Heathrow Project.
 - c) Employability Project, including supported career decisions for Years 8 and 10. Work experience in Year 10.
- 3) Mental Health in schools
 - a) Development of Designated Teachers' understanding of:
 - i. Impact on learning of Early Life Trauma and resources available to schools.
 - ii. Part of the roll out to schools of The Reading University ANDY Clinic referral model for 7-18 year olds who are suffering (not CAMHS threshold) anxiety and depression.
 - iii. Social and Emotional Aspects of Learning.
 - iv. Support for Personal social and Emotional Development teaching.

In addition:

- 4) Continue to develop our offer to PLAC.
- 5) More emphasis on the Gifted and Talented cohort.
- 6) More support for out of school learning.
- 7) More support for those known to criminal justice system and YOT.
- 8) Develop the voice of the carer on ePEP.

The planned outcomes are:

- Reduction in the numbers of CMEs and NEET.
- Greater breadth and depth of choices by young people.
- Increase in University applications.
- Increase in apprenticeships and other forms of meaningful employment.

Appendix 1

Our offer to all our children

To support you do well in all aspects of school life, in line with the Slough Pledge and seven Corporate Parenting Principles identified in the *Children and Social Work Act*.

- To be your advocate and aspire for you educationally.
- To find a setting/ school / college / other provision that is best for you.
- To find a setting/ school / college / other provision rated good or better by Ofsted.
- Appeal to get you the right setting or schools.
- To hold termly PEPs of good quality.
- Invite you to your own PEP.
- Listen to your voice in the EPEPs and act on any comments.
- If you move school/ college/ other provision to include you in the decisions.
- Arrange support visits to new schools.
- Support for Education, Health and Care Plan.
- Educational Psychology report.
- Dyslexia and other testing.
- Specialist support for needs identified on gifted and talented register.
- If we hear of any bullying to get it sorted straightaway.
- Priority PEPs children and young people new in care.
- Funding for anything that will help raise your educational attainment.
 - For example, tutoring in person/online/ with revision tablet.
 - In school support for example small groups or specialist resources.
- Follow up on any gaps in attendance.
- Follow up on any exclusion.
- We also send you a card for your birthday or to mark a special achievement.

Additionally we offer all our children Birth to 3

- One PEP a year linked to Early Learning goals from birth led by Virtual School Early Years specialist.
- Three PEPs a year once in setting. Two led by Virtual School Early Years specialist.

Additionally we offer all our children aged 4-7

- Three PEPs a year. Two led by Virtual School Early Years specialist.
- Parcel in the Post monthly book parcels which match your interests you have told us about in your PEP.
- Library events.
- Priority PEPs in Reception class.
- Priority PEPs in Year 2.

Additionally we offer all our children aged 7-11

- Three PEPs a year. Two led by Virtual School specialist.
- Parcel in the Post monthly book parcels led by individual children's interest.
- Tablet computers for Year 6 revision.
- 11+ tuition and appeals.
- Find your new secondary school and include you in the decision.
- Transition day for Year 6s.
- Priority PEPs in Year 6 to support SATs.
- Priority PEPs to make sure you are settled in Year 7.

How are young people supported to continue into further and higher education?

Additionally we offer all children 11-16

In our Employment Strategy we say:

We are committed to ensuring wherever you are placed, you are engaged in education, employment or training commensurate with your ability and aspirations and are helped to make significant progress towards achieving your recognized career ambitions, so you grow up prepared for the future.

In our Care Leavers Strategy we say we will:

- Improve the support and contact we have with you.
- Improve the availability and access to education, employment and training opportunities.
- Ensure you have suitable, appropriate accommodation.
- Involve you in helping us shape our services.
 - 3 PEPs a year. Two led by Virtual School secondary school specialist.
 - Revision tablets for Years 10 and 11.
 - Easter and summer revision classes offered.
 - 3 enhanced career aspiration visits.
 - Priority PEPs in Year 11 to support GCSEs.
 - Priority PEP in your GCSE choosing term. (this varies).
 - Where moving to a new school work with others to minimise disruption in exam years 9-11 and match GCSEs choices and exam boards.
 - If changing schools give you a choice between at least two options.
 - Support for applications to the next phase of learning, including college and sixth form courses.
 - Taster visits to universities.
 - Opportunity to attend National Citizenship Service week in summer holiday.
 - Support your applications to apprenticeships at levels 1, 2 and 3.
 - GCSE adaptations for example small group, more time or a reader.
 - Online tutoring for learners of English within a week.
 - Part fund alternative provision to keep your schooling options open.
 - Work experience offer to Year 10.

Additionally we offer post-16

- PEPs into your Pathway Plans led by Virtual School's post-16 specialist.
- Chance to meet your new advocate at final enhanced career plan visit.
- Aspire for you in this stage of your education and beyond.
- Two PEPs a year whether at school or college.
- Support to make the transition to the independent learning styles in college.
- Support application to Key Stage 5 options at all levels of demand.
- Support for applications to Higher Education.
- Support for GCSE re-takes in English and maths.
- Tutoring.
- Online tutoring for learners of English within a week.
- Resources to support work related training, such as appropriate tools.
- In conjunction with Young People's Service Life Skills residential week.
- Annual £2,000 bursary to support you at university.
- Support your applications to apprenticeships at all levels.
- Adaptations for GCSE re-takes for example small group, more time or a reader.
- Educational psychology report.
- Appeals to get you the right further and higher education options.

Glossary

Age Related Expectation (ARE)	Government defined statements of what children of a given age are expected to be able to do by the end of that academic year
Achievement	Non-academic areas. in which children have made their mark
Attainment	The level of academic performance in absolute terms compared with children of the same age.
Bucket	A term used by national government to describe different groups of academic subjects that are given weighting to score GCSEs.
Children Missing Education (CME)	Children Under 18 not in school or alternative provision at any time.
Child Looked After (CLA)	Child looked after. (Nationally replacing term LAC for looked after child.)
Designated Teacher (DT)	The named teacher responsible in school for any CLA
Educational Health and Care Plan (EHCP)	Educational Health and Care Plans have completely replaced the old Statement of Educational Need. EHCPs take a more holistic approach to assessing the special needs of children.. They are more flexible and can support CLA by recognising under-performance compared to academic potential. Combining this with the impact on learning of Early Life Trauma, gives a clear and individual plan to narrowing the gap.
Emotional health and well being (EHWB)	Increasingly this is a measure of the success of services around CLA.
Eligible	Eligible children are those in a year group who have been in care for the past year.
Electronic Personal Education Plans (EPEP)	The recording of the PEP meetings with care information, attendance, attainment and progress data, any special educational needs, EHWB, extra support, views of the child about their learning, views of the carer, targets and the spending of PP+. Other documents such as EHCPs, annual school reports, educational psychology reports and certificates of achievement etc are attached.
Early Years Foundation Stage (EYFS)	Early Years Foundation Stage from when a child first starts at pre-school to reception class when they pass their fifth birthday. It has 17 measures, in particular those in the 3 Prime Areas of Learning- personal, social and emotional development; communication, language and literacy; physical development
Exclusion	Following a meeting school governors can exclude children on their school roll. This is normally for a fixed term of a few days. In the most serious cases they can permanently exclude from their school. The child then has to start at another school. Usually through a managed move, supported by the Local Authority Panel.
GLD Good level of development (GLD)	GLD means meeting or exceeding national expectation for the age in all 17 areas of the EYFS.

Joint Strategic Needs Assessment (JSNA)	The Joint Strategic Needs Assessment is what we use to assess the current and future healthcare and wellbeing needs of Slough and other East Berkshire residents
Key Stage	Key Stage represents phases of education. Key Stage 1 is ages 5-7, (Years 1 and 2); Key Stage 2 is ages 7-11 (years 3-6). Key Stage 4 is ages 14-16 (Years 10-11, where GCSEs are usually taken); Key Stage 5 ages 16-18 (Years 12 and 13 where A levels are usually taken.)
Not in Education, Employment or Training (NEET)	This category applies post 18
RI Requires improvement (RI)	The OFSTED grade between good and inadequate.
Out of (Slough) Borough (OOB)	An important measure to understand the Virtual School is meeting the needs of all children looked after by Slough.
Promoting achievement of looked after children (PALAC)	Promoting achievement of looked after children unit is part of University of London and Institute of Education
Personal Education Plans (PEP)	Statutory meetings twice a year for CLA. These use SMART targets and Pupil Premium Plus funding to plan the next aspirational steps in learning.
Pupil Premium Plus (PP+)	Funding from central government to support the learning and educational aspiration of CLA.
Progress	How fast the children are learning from their own starting point.
Reportable	To avoid identification of children cohorts of fewer than 10 are not reported on. As Year 6 are 8 children we have decided to report on these, but not the 3 eligible children in Key stage 1 or the 1 child in Year 1 Phonics testing.
Standardised Assessment Tests (SATs)	These are taken at the end of Years 2 and 6. Children are graded against the descriptions of national expectation for those ages in reading, writing and maths
SDQs Strengths and Difficulties Questionnaire (SDQ)	A nationally recognised measure of emotional health and wellbeing
Social, emotional mental health (SEMH)	Designation of some special schools and the main feature of some EHCPs
Specific, Measureable, Achievable, Realistic and Timed targets (SMART)	Used to plan and assess the next steps in learning. All Slough PP+ funding allocated to individual children through this mechanism in EPEPs.
Spelling, punctuation and grammar (SPAG)	Part of the writing assessment of SATs.

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Appendix C

**MEMBERS ATTENDANCE RECORD 2018/2019
JOINT PARENTING PANEL**

COUNCILLOR	26/07/18	4/10/18	12/12/18	Extraordinary meeting 18/02/19	25/04/19
Sadiq	P	P	P	P	
Ali	P	P	P	P	
Bedi	Ap	Ap	P	P	
Brooker	P	P	P	P	
N Holledge	P	P	Ap	P	
Kelly	Ab	Ap			
Strutton				P	
D S Parmar	P	P	P	P	

P = Present for whole meeting
Ap = Apologies given

P* = Present for part of meeting
Ab = Absent, no apologies given

Note: Cllr Kelly has been replaced by Cllr Strutton

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MEMBERS' ATTENDANCE RECORD

EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL 2018 – 19

COUNCILLOR	MEETING DATES					
	17/07/2018	24/10/2018	06/12/2018	07/02/2019	13/03/2019	17/04/2019
Brooker	P	P	P*	P	P	
N Holledge	P	P	P	Ap	Ab	
Kelly	P	Ap	P*	P	P	
Matloob	P*	P	P	P	P	
Minhas	Ap	P	Ab	Ap	P	
D Parmar	P	Ap	P	P	P	
A Sandhu	P	P	P	P	Ab	
Sharif	P	Ap	P	P	P	
Strutton	P	P	P	P	P	

P = Present for whole meeting
Ap = Apologies given

P* = Present for part of meeting
Ab = Absent, no apologies given

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