

Children and Young People's Committee

Monday, 15 March 2021 at 10:30

Virtual meeting, <https://www.youtube.com/user/nottssc>

AGENDA

- | | | |
|----|--|---------|
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| 2 | Apologies for Absence | |
| 3 | Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary) | |
| 4 | Destinations of Year 12-13 Looked After Young People Cohort 2020-21 | 7 - 14 |
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| 6 | Foster Carers Items | |
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Notes

- (1) Councillors are advised to contact their Research Officer for details of any Group Meetings which are planned for this meeting.
- (2) Members of the public wishing to inspect "Background Papers" referred to in the reports on the agenda or Schedule 12A of the Local Government Act should contact:-

Customer Services Centre 0300 500 80 80

- (3) Persons making a declaration of interest should have regard to the Code of Conduct and the Council's Procedure Rules. Those declaring must indicate the nature of their interest and the reasons for the declaration.

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Martin Gately (Tel. 0115 977 2826) or a colleague in Democratic Services prior to the meeting.

- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.
- (5) This agenda and its associated reports are available to view online via an online calendar - <http://www.nottinghamshire.gov.uk/dms/Meetings.aspx>

Meeting	CHILDREN & YOUNG PEOPLE'S COMMITTEE
Date	22 February 2021 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

Philip Owen (Chairman)
Tracey Taylor (Vice-Chairman)
Sue Saddington (Vice-Chairman)

Samantha Deakin	Paul Henshaw
Boyd Elliott	Roger Jackson
John Handley	John Peck
Errol Henry JP	Liz Plant

SUBSTITUTE MEMBERS

None.

OTHER COUNTY COUNCILLORS IN ATTENDANCE

Sybil Fielding

CO-OPTED MEMBERS (NON-VOTING)

4 Vacancies

OFFICERS IN ATTENDANCE

Colin Pettigrew	Corporate Director, Children and Families Services
Steve Edwards	Service Director, Children and Families Services
Karen Hughman	Group Manager, Children and Families Services
Chris Jones	Senior Practitioner, Children and Families Services
Laurence Jones	Service Director, Children and Families Services
Irene Kakoullis	Group Manager, Early Childhood Services, Children and Families Services

Noel McMenamin Democratic Services Officer, Chief Executive's

1. MINUTES OF THE LAST MEETING HELD ON 18 JANUARY 2021

The minutes of the meeting held on 18 January 2021 having been circulated to all Members, were taken as read and will be signed by the Chairman.

2. APOLOGIES FOR ABSENCE

None.

3. DECLARATIONS OF INTEREST BY MEMBERS AND OFFICERS

None.

4. SCHOOL HOLIDAY AND TERM TIME DATES FOR LOCAL AUTHORITY MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE 2023-2024, 2024-2025, 2025-2026 AND 2026-2027

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/014

That:

- 1) the proposal to consult on options for the school holiday pattern for 2023-2024, 2024-2025, 2025-2026 and 2026-2027 from 1st March 2021 until 2nd May 2021 be approved;
- 2) views be sought specifically from academies and Multi-Academy Trusts, foundation and voluntary aided schools, given the number of Nottinghamshire pupils now attending non-maintained schools;
- 3) all feedback from the consultation, including comments and suggestions, be considered at the Children and Young Peoples' Committee meeting on 19th July 2021.

5. ADMISSIONS APPLICATIONS IN THE NORMAL ADMISSIONS ROUND TO NOTTINGHAMSHIRE SCHOOLS AND ACADEMIES – 2020-2021 ACADEMIC YEAR

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/015

That:

- 1) no further actions were required in relation to the information contained within the report.

6. NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS 2022-2023

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/016

That:

- 1) the school admission arrangements for 2022-2023 as detailed at Appendix 1 to the report be determined, including:
 - overall procedures and practices including oversubscription criteria for community and voluntary controlled schools, as detailed in Section 1 of the Appendix
 - published admission numbers, as listed in Section 2
 - qualifying schemes as in Section 3, and
 - in-year scheme as in Section 4.

7. PROPOSED CHANGES TO NORTH WORKSOP CHILDREN'S CENTRE

The Chairman introduced the report and responded to questions and comments from Members.

Councillor Sybil Fielding, the Member for the affected Electoral Division of Worksop West, attended the meeting and made representations to the Committee.

Following the debate, the requisite number of Members requested a recorded vote and it was ascertained that the following 6 members voted '**For**' the motion:-

Councillor Boyd Elliott
Councillor John Handley
Councillor Roger Jackson
Councillor Philip Owen
Councillor Sue Saddington
Councillor Tracey Taylor

The following 5 members voted '**Against**' the motion:-

Councillor Samantha Deakin
Councillor Errol Henry
Councillor Paul Henshaw
Councillor John Peck
Councillor Liz Plant

No members '**Abstained**' from the vote.

The Chair declared that the motion was carried, and it was:-

RESOLVED 2021/017

That:

- 1) the Committee supported an alternative use for the North Worksop Children's Centre (Rhodesia site) building, with a report to be taken to Policy Committee as the appropriate Committee for a decision.

8. INTERIM VISIT TO NOTTINGHAMSHIRE BY OFSTED AND THE CARE QUALITY COMMISSION IN OCTOBER 2020 AND UPDATE ON PERFORMANCE OF THE INTEGRATED CHILDREN'S DISABILITY SERVICES

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/018

That:

- 1) there were no further actions required in relation to the OFSTED and Care Quality Commission Interim Visits summary note at Appendix 1 to the report and in relation to the performance of the Integrated Children's Disability Service.

9. PROGRESS IN IMPLEMENTING AREAS FOR IMPROVEMENT OUTLINED IN THE OFSTED INSPECTION OF LOCAL AUTHORITY CHILDREN'S SERVICES

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/019

That:

- 1) the progressed made in responding to the recommendations for improvement arising from the OFSTED inspection of Local Authority Children's Services in October 2019 be considered, and that a further progress report be considered in six months' time.

10. REORGANISATION OF THE STATUTORY EDUCATION, HEALTH AND CARE ASSESSMENT TEAM IN THE INTEGRATED CHILDREN'S DISABILITY SERVICE

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/020

That:

- 1) the following posts be established within the Integrated Children's Disability Service Education, Health and Care Plan Assessment Team on a permanent basis from 1st April 2021:

- 1 fte Children’s Service Manager (Band E)
 - 1 fte Team Manager (Band D)
 - 4 fte Case Workers (Band A)
 - 1 fte Assistant Case Worker (Grade 4, subject to job evaluation)
 - 1 fte Short Breaks Reviewing Officer (Band A)
- 2) the current temporary 1 fte Special Educational Needs and Disability (SEND) Strategic Development Lead (Band E) post within the structure be made permanent;
 - 3) the current Duty Officer post be refocussed onto that of the Assistant Case Worker post
 - 4) the current 0-25 years Education, Health and Care Plan Assessment Team be reconfigured into two teams: Pre-16 Team and Post-16 Team.

11. CHANGES TO THE STAFFING ESTABLISHMENT IN CHILDREN’S SOCIAL CARE

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/21

That the following be approved:

- 1) the permanent establishment, from 1st April 2021, of:
 - 2 FTE Social Worker (Band B) posts within the Assessment Service
 - 1 FTE Children’s Services Manager (Band E) post, 1 FTE Team Manager (Band D) post and 4 FTE Social Worker (Band B) posts within the Looked After and Leaving Care Service
 - 1 FTE Advanced Practitioner (Social Worker) (Band C) post within the Specialist Social Work Developmental Trauma and Attachment Team.
- 2) the disestablishment of 1 FTE Social Worker (Band B) post in the Developmental Trauma and Attachment Team, from 1st April 2021.

12. LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL GOVERNING BODIES DURING THE PERIOD 27 SEPTEMBER 2020 TO 17 JANUARY 2021

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/22

That:

- 1) The Committee receive further updates regarding future appointments on a quarterly basis in accordance with the Constitution.

13. WORK PROGRAMME

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/23

That:

- 1) No further amendments were required to the work programme.

The meeting closed at 11:50 am.

CHAIRMAN

15th March 2021

Agenda Item: 4

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

DESTINATIONS OF YEAR 12-13 LOOKED AFTER YOUNG PEOPLE COHORT 2020 – 2021

Purpose of the Report

1. This report informs Committee of the education destinations of Nottinghamshire looked after young people who left statutory education at the end of the academic year 2019-2020 into Year 12, and those in Year 13 of post-16 education. The report asks Committee to consider whether there are any further actions it requires arising out of this information.

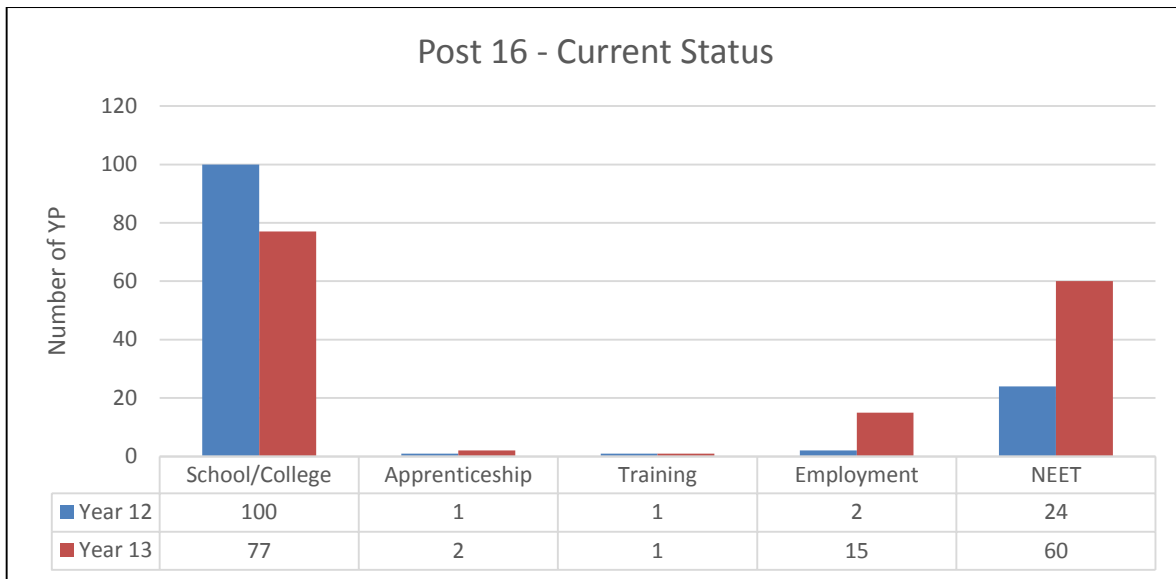
Information

2. Members of the Children and Young People's Committee act as corporate parents to the children and young people looked after by Nottinghamshire County Council and therefore receive regular reports on the academic successes of these children and young people.
3. Despite changes to education legislation regarding the age of participation (Education Acts 2008/2011, introduced the raising of the participation age), statutory school age has not been changed; a child must start statutory schooling the term after they turn five years old and remain in education until their 16th birthday (finishing on the last Friday in June of that year). However, all pupils leaving statutory schooling are required to participate in education, employment or training until 18 years of age. Should a young person not secure GCSE level 4 or above in English and/or mathematics at the end of statutory schooling, the young person is also required to continue studying these subjects until they are 18 years of age or until the required level is obtained.
4. The change to the law for post-16 education requires young people to undertake one of the following until they are 18 years old:
 - stay in full-time education, for example at a college
 - start an apprenticeship or traineeship
 - spend 20 hours or more a week working or volunteering, while in part-time education or training.

5. All looked after pupils throughout their statutory schooling are supported at every stage of their education through the Personal Education Planning process (PEP). This plan is reviewed on a termly basis and is a statutory part of the care planning for that young person. Social workers, designated teachers, other school staff, foster carers and the young person are all part of the meeting to review the PEP. This meeting reviews the achievements to date and areas that will need extra support to ensure the pupil reaches their full potential. As part of these meetings, preparation for adulthood is a key focus. This includes asking questions around skills and strengths of the pupil and how these may be encouraged and built upon to meet the goals the pupil may have for their future.
6. At these meetings pupils are encouraged and supported to consider their post-16 education choices. Schools must provide information, advice and guidance to inform these decisions. Schools are also required to ensure pupils achieve the most appropriate qualifications for their post-16 studies.
7. Starting in academic year 2020-2021 there has been joint work between Children's Social Care, the Leaving Care Service and the Virtual School to review and update the PEP documentation and processes. As part of this work a dedicated Employment Assessment Personal Education Plan (EA PEP) has been developed. This document supports a young person's statutory Pathway Plan and is a document that is used to ensure education, employment or training is discussed and planned for at regular intervals with the young person throughout their post-16 education.
8. An Achievement Adviser, based in the Leaving Care team and who holds a full-time position, supports the 16-18 year old cohort based within the looked after team. This adviser has close links to the virtual school and supports those pupils with identified particular risks of underachievement, becoming NEET (Not in Education, Employment or Training) or may be NEET.
9. The virtual school is working towards collating termly data from post-16 PEPs (EA PEP) to monitor and track the young people in the post-16 cohort. This information supports the work of the Achievement Adviser and the Virtual School to identify those young people at risk of underachievement or exiting their courses.

Breakdown of education destinations – correct as of January 2021

10. The graph below gives a breakdown of Year 12 and Year 13 looked after young people's current status with regards to education, employment and training (EET). It also indicates those not in education, employment or training (NEET).



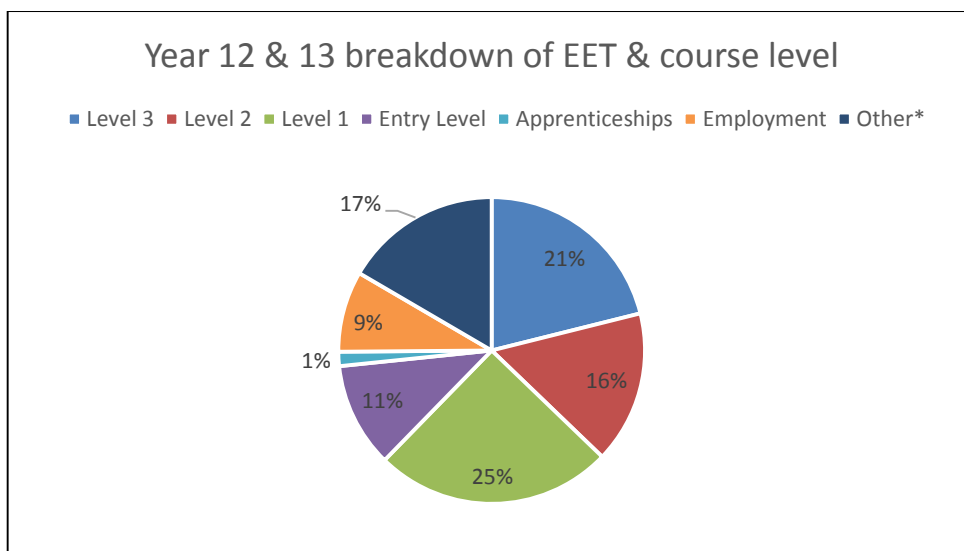
11. 70% of Year 12/13 young people are EET (199/283, this compares to 108/157 in February 2020). 63% of young people are currently attending further education colleges or school 6th forms (165 in colleges and 12 in school 6th forms). 30% of our young people are NEET (84/283).

English and mathematics grade 4 results for Year 12, 2020 (teacher assessment due to COVID-19 and data is for all our young people not the reportable 903 cohort)

12. 25% (32/128) of the current Year 12 cohort achieved at least a grade 4 in GCSE English at the end of Year 11 and 21% (27/128) of the current Year 12 cohort achieved at least a grade 4 in GCSE mathematics at the end of Year 11. 17% of the cohort (22/128) achieved both English and mathematics.
13. All our young people who are EET and have not achieved the required GCSE level 4 mathematics and English qualification are following courses at the appropriate level (ranging from Entry Level 1 to GCSE retakes) to work towards the required standard.

Breakdown of courses – correct as of January 2021

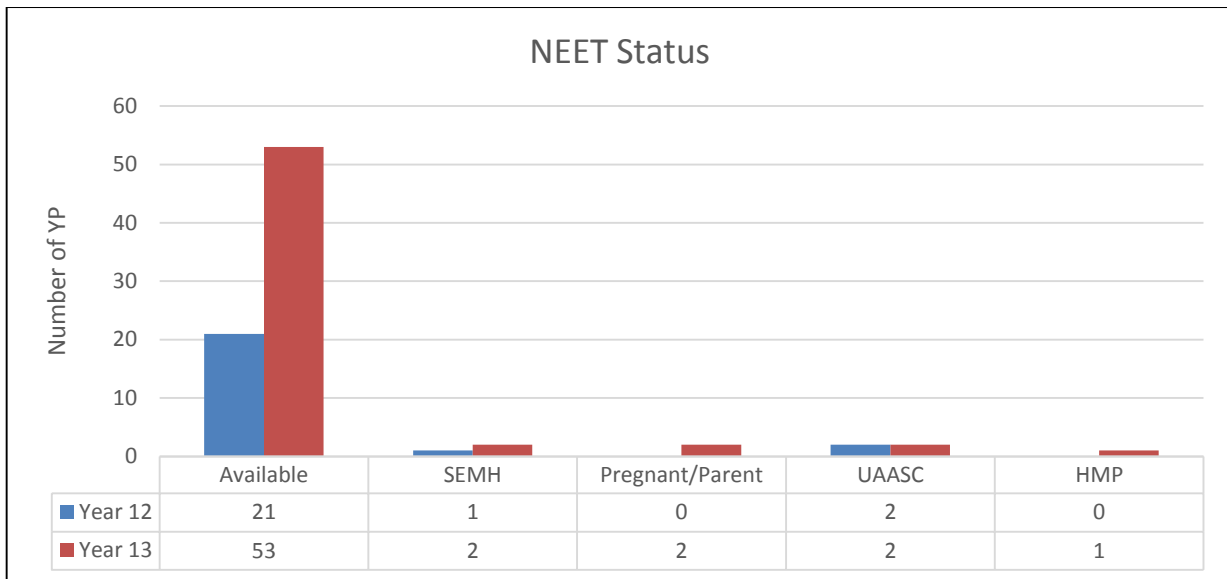
14. The chart below shows the level of course our young people are studying at or whether they are employed or in an apprenticeship. Level 1 qualifications are the equivalent of grade 1-3 at GCSE, Level 2 equates to GCSE grades 4-9 and Level 3 are A Level or equivalent qualifications.



*'other' includes Princes Trust, specialist placement, SEND provisions.

Not in education, employment or training (NEET) – correct as of December 2020

15. The graph below indicates those young people who are NEET. 'Available' status indicates that the young person is able to seek EET but has not secured this at the point of producing this data. Unaccompanied asylum seeking young people (UASC) often do not have the legal status to be able to seek EET, therefore, will remain on the NEET statistics until the asylum claim has been processed (4 young people). Whilst UASC young people are under 18 there are a number of courses at colleges and voluntary organisations which remain available and open for this cohort of learners. Beyond 18, if asylum is not processed and granted at this point then work is not available, however the voluntary sector and college courses are still available to be accessed. These young people continue to be supported through the Council's Leaving Care team up to the age of 25 if required, this includes accommodation, advice and guidance for EET options and allocated personal advisors who will support all areas of their lives until their legal status is resolved.
16. Any young person who is NEET may be supported by a range of services, including the NEET service, achievement adviser, social worker, personal adviser (PA) or Transitional PA, in order to gain EET status.



University Planning

17. There are currently five students who have either applied for or secured university courses. The courses include social work, forensic sciences, business management and economics.
18. It is recognised by a number of universities including Nottingham, Nottingham Trent and De Montford (Leicester), that Nottinghamshire County Council has one of the best packages to support young people accessing university and the Leaving Care Team remains involved with those young people who require any additional support throughout their studies.
19. There are 30 young people who are now studying at university that are care leavers to Nottinghamshire County Council which is a very positive picture for the outcomes of our young people, with one young person who sat their entrance exam to Oxford University through COVID-19 and another securing their chosen career in translation services on graduating.

Future actions to support the Post 16 cohort of looked after young people

20. In order to further develop the effectiveness of smooth transition for young people over the Year 11 to post-16 period, the Virtual School and Children's Social Care teams will work together to implement good practice. This will include:
 - Virtual School identifying Year 10 and 11 looked after young people at greatest risk of NEET who might benefit from targeted intervention and support.
 - jointly, with the Achievement Advisors in the Leaving Care Team, identifying those young people who are in need of additional support and advice to maintain plans made for post-16.
 - for years 2020-2022 Futures have secured funding to support those young people who are at risk of not progressing into EET for Year 12 or at risk of losing their EET option during their Years 12 and 13. The project has been funded through D2N2 and has been named Unlocking Potential, and involves dedicated Futures coaches providing advice

and guidance to young people and supporting them where issues may arise. Currently 29 young people are part of the project with capacity to work with more when required.

- continue development of collaborative working with the dedicated Achievement Advisors for 16+ young people who are supported by the looked after children social work team.
- due to COVID-19 restrictions the Work Readiness programme has been developed into an online resource that can be accessed by all young people through the Virtual School website. In addition to this resource there are direct links to the university support offer through the care leavers offer and information to support post-16 planning including lists of providers in the local area.

Other Options Considered

21. No other options have been considered

Reason/s for Recommendation/s

22. The report provides an opportunity for the Committee to consider whether there are any further actions it requires.

Statutory and Policy Implications

23. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

24. There are no financial implications arising from this report.

RECOMMENDATION/S

- 1) That Members consider whether there are any further actions arising out of the information contained in the report.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

Sue Denholm
Assistant Head of the Virtual School
T: 0115 8040644
E: sue.denholm@nottsc.gov.uk

Constitutional Comments (KK 15/02/21)

25. The proposal in this report is within the remit of the Children and Young People's Committee.

Financial Comments (SAS 22/02/21)

26. There are no financial implications arising directly from this report.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

None.

Electoral Division(s) and Member(s) Affected

All.

C1447



15th March 2021

Agenda Item: 5

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL WORK

PROMOTING AND IMPROVING THE HEALTH OF CHILDREN AND YOUNG PEOPLE WHO ARE LOOKED AFTER

Purpose of the Report

1. This report updates the Committee on key achievements and priorities for the year ahead to improve and promote the health and wellbeing of children and young people who are looked after. It should be reviewed in the context of the Local Authority's duty as corporate parents to children and young people who are looked after or children in care.

Information

The health needs of children and young people who are looked after

2. Most children and young people become looked after because of abuse and neglect. Although they have many of the same health needs as their peers, they may also have additional health care needs and the extent of these is often greater because of the impact of their past adverse experiences. Effective close work between partner agencies is required to ensure their health needs are met.
3. Parents want their children to have the best start in life, to be healthy and happy and to reach their full potential. As corporate parents, Nottinghamshire County Council has the same high aspirations and works to ensure children receive the care and support they need to thrive. The Council, Clinical Commissioning Groups (CCGs) and health providers are committed to working in partnership to promote and improve the health of children and young people who are looked after.

Health services

4. The NHS has an important key role in ensuring effective delivery of health services for children and young people who are looked after. Nottingham and Nottinghamshire CCG, Bassetlaw CCG, Nottinghamshire Public Health and NHS England commission services for children and young people who are looked after. An overview of statutory and key services, to ensure their health needs are met are detailed below:

- **The Medical Service** for children and young people who are looked after is responsible for completing a comprehensive initial health assessment to provide an overview of the child or young person's health needs, they will also refer to appropriate services. The providers who deliver this service in Nottinghamshire are; Sherwood Forest Hospitals NHS Foundation (SFHFT) Trust, Nottingham University Hospital NHS Trust (NUHT) and Doncaster and Bassetlaw Teaching Hospital NHS Trust (DBHT).
 - **The Nursing Service** for children who are looked after coordinates the pathway once a child or young person enters care and completes the review health assessments (following on from the initial health assessment). This service is provided by Nottinghamshire Healthcare NHS Foundation Trust (NHFT).
 - **A Child and Adolescent Mental Health Service** for children and young people who are looked after is provided by NHFT and provides consultation and direct 1:1 work for children and young people with emotional health and wellbeing needs.
 - **Healthy Family Teams (HFT)** deliver 0-19 services in line with the Healthy Child Programme (HCP), provided by NHFT.
 - **Designated Nurses** for children and young people who are looked after are situated in the CCGs (one in each). They lead and support all activities necessary to ensure that organisations across the health system meet their responsibilities for children who are looked after, advising and supporting all specialist professionals across the health community.
 - **Named Nurse roles** span Mid County, South County and City and Bassetlaw. The named nurse for looked after children are leaders in their provider organisation to ensure that looked after children's issues are reflected in policies, and service delivery across the provider organisation. They also have a responsibility to support the provider for managing and quality assurance of health assessments for children placed out of area. They work closely with the Designated Nurses.
 - **The Designated Doctor** for children and young people who are looked after and a Named Doctor are two different roles in each acute provider. They give strategic advice, training and support in line with Intercollegiate recommendations (similar to the safeguarding children roles).
5. Children and young people who are looked after can also access the full range of NHS (CCG and NHS England funded) and Public Health commissioned services, which include primary healthcare services (GPs), secondary care, specialist and acute health services, emotional health and wellbeing services, dentistry and services to support weight management, smoking cessation and substance use, amongst others.

Initial Health Assessments and Review Health Assessments

6. The statutory guidance, 'Promoting the health and wellbeing of looked after children' (2015, Department of Health), sets out timescales for the completion of initial health assessments (IHAs). Guidance states an IHA should be completed within 20 working days of entering care. Data relating to timely initial health assessments is not collated nationally therefore

performance cannot be compared robustly with statistical neighbours. IHAs conducted within 20 working days is widely recognised as an ambitious target, which requires both the local authority and health professionals to ensure robust and clear processes are in place. The aim of the initial health assessment is to provide a holistic review of health and development and to gather information about emotional and physical health, engaging the child or young person in their own healthcare, and to provide information and advice to the child, their social worker and carers regarding their specific health needs. It is completed by a paediatrician, in line with statutory guidance, to include review of any history prior to care entry which may have implications on the child or young person's future health outcomes and offer a physical examination to inform the medical advice (with consent).

7. In order to reliably report performance an NHS England funded Data Project Board developed revised key performance indicators (KPIs) which align to statutory guidance, to ensure accuracy and comparable data across Nottinghamshire. These revised datasets have been collected since 2019 from SFHT and NUHT (DBHT will shortly adopt these measures in order to align). Due to Covid-19 formal contract service reviews have been suspended, however commissioners, designated professionals for children who are looked after and providers have remained focussed on improvement.
8. Recent reporting (quarter 3 and quarter 4 2019/20) has found the providers (NUHT and SFHT) are consistently unable to meet the challenging 20-day timeframe. In response to this commissioners and the Designated Nurse for children and young people who are looked after agreed actions with NUHT and SFHT and forecast improved performance in quarter 4 in 2020/21. SFHT and NUHT are recruiting to vacant posts and have with immediate effect undertaken some internal process changes which will ensure IHAs are prioritised at every stage.
9. It should be noted that there are many contributing factors which are outside of the providers' control when working to complete an IHA within 20 days, examples include;
 - challenges in seeking parental consent and the recording of correct consent
 - a child who is looked after being placed out of area, requiring assessment by a health provider local to that placement
 - non-attendance, cancellations, young people declining to be seen, or carers declining first available appointments
 - successive changes in circumstances caused by healthcare treatment and a breakdown in placements among others.
10. In order to drive further improvement a working group has formed consisting of designated leads, social care and providers to ensure expectations are agreed at each stage of the pathway, to strengthen collective accountability. This work is expected to be completed by quarter 1 2021/22. The Service Improvement Forum (SIF) will review performance against the cross organisational metrics and it is vital that joint agencies support this work, in order to improve.

Health outcomes

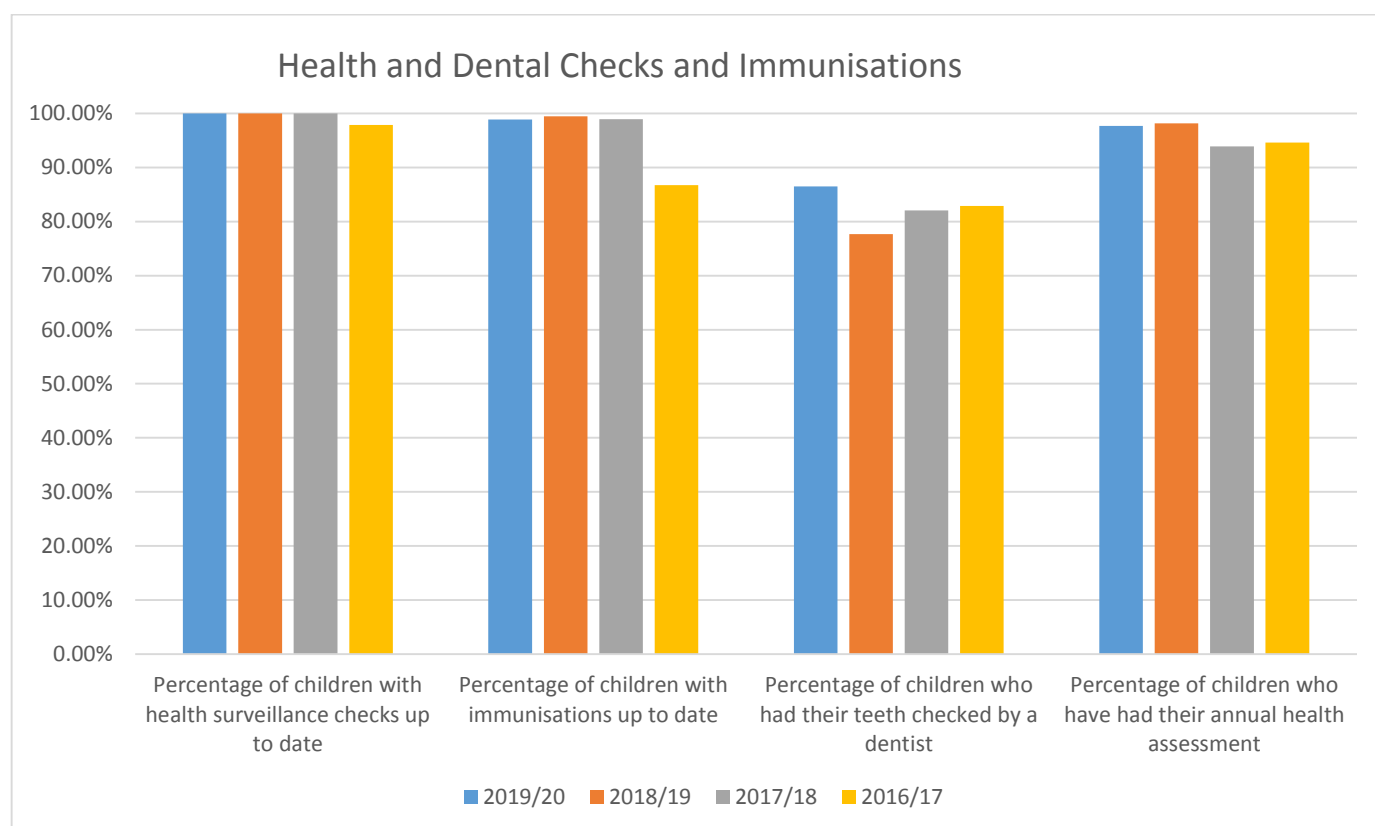
Review Health Assessments

11. The aim of the review health assessment (RHA) is to provide a holistic review of health, development and to gather information about emotional and physical health, engaging the child or young person in their own healthcare, and to provide information and advice to the child, their social worker and carers regarding their specific health needs. This is provided via a written report including health recommendations and an action plan, which is then discussed at each child's statutory looked after review.
12. An RHA should be undertaken every six months before the child's fifth birthday and every 12 months after the child's fifth birthday. In 2020/21 as of Quarter 3 (cumulative Quarter 1 – Quarter 3) 84% of children and young people placed in area had their six monthly review conducted within timescale and 86% of those placed out of county. Annual reviews for children and young people placed within county were conducted within timescale 90% of the time, this decreases to 71% when placed out of area. Commissioners will continue to work with the service and neighbouring areas to resolve challenges to conducting reviews within timescale.
13. A recent audit has been undertaken by relevant SIF partners, reviewing how health is discussed at statutory local authority looked after review meetings. This audit includes reviewing whether the latest health assessment is available, whether health needs are discussed, and relevant health professionals invited or liaised with. This review identified some areas of good practice and areas for development, key recommendations have been identified and work to implement these is being taken forward across the partnership.

Immunisations

14. Social workers ensure young people receive the healthcare services they require as set out in their health plan; this includes routine health, dental checks and immunisations. **Graph 1** and **Table 1** show there has been an increase in the number of children whose immunisations are recorded as up to date (in 2019-20) of 99.5% which is the highest rate, when compared with statistical neighbours (please note this data is reported for children and young people who have been in care for one year). Immunisation provides an important role in preventative healthcare, controlling and eliminating life threatening infectious diseases for a vulnerable population of children. It should be noted that there is a 95% performance target for vaccinations in childhood which Nottinghamshire's looked after population exceeds (NHS Digital, 2020).
15. In 2019-20 the number of children who are looked after, who have had their health surveillance checks as part of the National Healthy Child Programme, immunisations and statutory annual health assessment, continues to be high. Dental checks were identified as an area for improvement in the previous report to Committee and performance has improved. The SIF is working with NHS England (Commissioners of dental services) to agree escalation routes if registering with a dentist becomes a challenge.

Graph 1: Proportion of children and young people with Health, Dental Checks and Immunisations (2016-2020)



Source: Department of Education, Children Looked After Data (SSDA903)

Table 1: Health and Dental Checks and Immunisations

Year	Number of children with health surveillance checks up to date	Number of children immunisations up to date	Number of children their teeth checked by a dentist	Number of children who have had their annual health assessment
2019/20	67/67 (100%)	644/651 (98.9%)	563/651 (86.5%)	636/651 (97.7%)
2018/19	47/47 (100%)	589/592 (99.5%)	460/592 (77.7%)	581/592 (98.1%)
2017/18	33/33 (100%)	551/557 (98.9%)	457/557 (82%)	523/557 (93.9%)
2016/17	47/48 (97.9%)	497/573 (86.7%)	475/573 (82.9%)	542/573 (94.6%)
2015/16	13/48 (27.1%)	502/587 (86.9%)	314/587 (53.5%)	485/587 (82.6%)

Source: Department of Education, Children Looked After Data (SSDA903)

Health Assessments and Quality

16. Quality Assurance is measured in different ways, including data collection, audit and dip testing by the Designated Nurses for children and young people who are looked after.
 - for those children who are placed out of area each health assessment (IHA/RHA) completed by an external provider is reviewed against a locally agreed quality

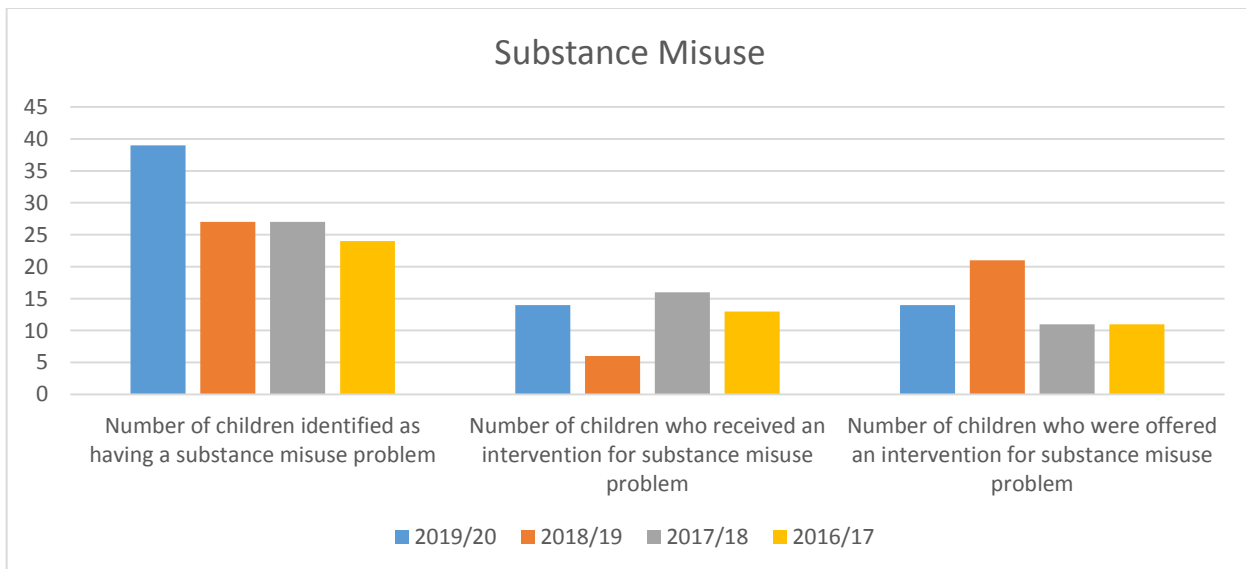
assurance tool by senior professionals. An escalation process to the Designated Nurse is in place should quality be sub-standard.

- for children in area (within Bassetlaw) there is an annual audit of all IHAs and for RHAs and there is a quality and annual caseload profile.
- for children in area (Mid and South County) there are six monthly provider and CCG audits of all RHAs and plans to commence quality audits of IHAs.

17. A decliner pathway has been developed by the Designated Professionals (for children and young people who are looked after), health providers and the local authority. This means that any child or young person who declines a health assessment at any time is appropriately supported to engage with the assessment and that health needs, where known, are met.

18. It has been identified that there is an increase in the number of children and young people who experience substance misuse problems (**Graph 2**). Public Health commissioned service Change Grow Live (CGL) provide the all age substance misuse services for both adults and young people. The service is working to ensure that additional support is provided to young people who are looked after. The service has a lead link worker role that works with looked after children and young people to support liaison with individual social workers, nurses and youth justice service nurses. They also support attendance at looked after children’s meetings and provide additional support to young people who are transitioning. In addition to this, regular contact with residential care homes (both social care and private provision) is developing to ensure support is provided. Provision of identification and brief advice training to social care teams and private residential homes has also taken place.

Graph 2: Substance Misuse for children and young people that are looked after



Source: Department of Education, Children Looked After Data (SSDA903)

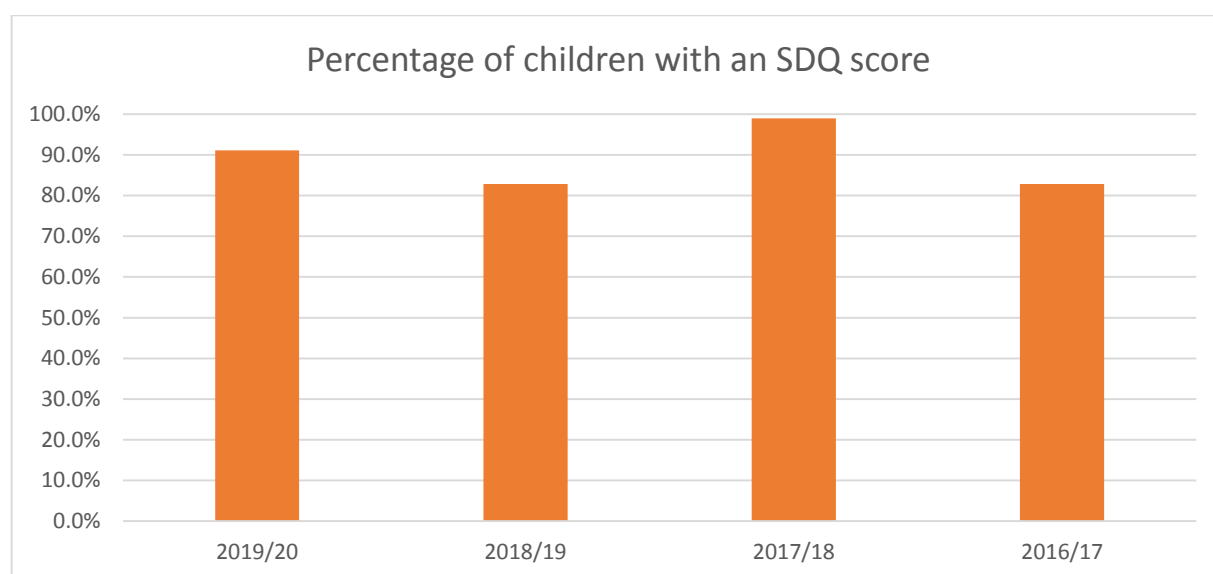
Emotional Mental Health and Wellbeing

19. Strengths and Difficulties Questionnaires (SDQs) is a clinically validated brief behavioural screening questionnaire for use with 4 to 16 year olds and are used by social workers and

health providers to assess the emotional wellbeing of children and young people who are looked after. Statutory guidance requires SDQs to be completed every 12 months, the health assessment requires a current SDQ which is no more than three months old as their therapeutic value is only considered valid for a three-month period. Many of the SDQs are therefore too old and not included in the assessment. Focussed work in the last year has increased the number of SDQs being received.

20. There has been an increase in the percentage of children where an SDQ score has been completed. In 2019/20, 91.1% of children and young people who are looked after aged 4-16 years who require an SDQ score have one recorded, this is higher than 2018/19 which was 82.9%.

Graph 3: Emotional Mental Health and Wellbeing: Percentage of children and young people with the Strengths and Difficulties Questionnaire (SDQ) scores (2016-2020)



Source: Department of Education, Children Looked After Data (SSDA903)

21. A dedicated Child and Adolescent Mental Health Service (CAMHS) supports the mental health needs of children and young people who are looked after. A detailed update on emotional health was presented in October 2019 to the Children and Young People’s Committee. The team is a multi-disciplinary, multi-agency team comprised of social workers and health professionals whose purpose is to assess mental health needs and promote the psychological wellbeing and placement stability of children and young people who are looked after or adopted.
22. The model of intervention is tailored to meet the individual needs of the child or young person and their network, based on the evidence base, the views and skills of the client and their family/foster carers. Care may be delivered via a consultation model or through a range of integrative interventions: fostering attachments group; therapeutic parenting or attachment focused family-based interventions such as ‘Theraplay’; Dyadic Developmental Psychotherapy, Systemic Psychotherapy or Distress Tolerance Groups. The team can also provide specific diagnostic assessment, as well as the prescribing and reviewing of medication.

23. The team has filled vacant posts and now has a fully commissioned team as of January 2021. The true impact on this can be seen via a reduction in waiting times, these are now 5-6 weeks from referral to receiving support. On allocation a care co-ordinator is assigned when the referral is actioned.
24. In order to further strengthen the team a training plan has been developed for 2021. All team members will receive additional training in Dyadic Developmental Psychotherapy (DDP), Theraplay and Non Violent Resistance. This training will further strengthen the expertise within the team. In addition to training for the team, the Team Manager has established an East Midlands CAMHS looked after child and young person and adoption forum to help form relationships for supervisions within a modality and sharing information, training and ideas to further develop practice.
25. The team continues to receive positive feedback from partners and young people who have received support from the service. The team has also begun work on pathways to ensure that there is a clear offer which can be viewed from all stakeholders, most importantly, young people.
26. A further area for improvement within the service and which commissioners are considering is how to support young people in care with mental health needs as they transition to adulthood. The team now has a named transition lead to facilitate transition. This role and broader working around new models of care for children and young people aged between 0-25 are being developed in order to strengthen support. In addition to this opportunity for expansion, occupational therapy (OT) is being considered as an element of the service which may further strengthen the modality within the team.

Unaccompanied Asylum-seeking Children (UASC)

27. The numbers of Nottinghamshire LAC (UASC) have been gradually falling over the past four years from 38 in 2015/16 to 20 in 2019/20. UASC have many specific health needs, and in addition these young people will be transitioning into adulthood and adult services. As the number of asylum seekers will be influenced heavily by worldwide events, it is difficult to accurately predict whether numbers will change. The designated professionals for looked after children and young people continue to be in contact with the East Midlands Strategic Migration Partnership who ensure partners are up to date with issues within the region.
28. In response to revised practice guidance, the following work has been completed:
 - as part of the revised data set, improvements to data collection and reporting on health assessments for UASC will be made to plan service delivery
 - information is being shared by designated professionals for children and young people who are looked after with health providers regarding training events and national guidance. UASC information is incorporated into GP platforms and all training events
 - the Service Improvement Forum has identified UASC as a group of young people that require further review to ensure their health needs are being met
 - links with the East Midlands Strategic Migration Partnership are being strengthened.

Leaving Care

29. Care leavers and transition from care continues to be an area of focus locally and nationally and it is acknowledged that it requires further improvement. Statutory guidance requires a summary of health including available information about family and history are given to young people on leaving care. In 2020 the documentation was amended and improved with the support of young people themselves. In addition to this information young people are signposted to local and national support services.
30. In Bassetlaw all children leaving care are discussed at a multi-disciplinary health transitions meeting to ensure any on-going health needs are captured and a pathway is in place to progress into adulthood. It is accepted this would be difficult to implement county wide, however awareness raising of care leavers at all training events and information is disseminated via newsletters, bulletins and on GP IT systems to support this.

A national perspective

31. As demonstrated in this report, unwarranted national variation has a disruptive influence on many aspects of children and young people who are looked after and their healthcare needs, for example the impact on IHAs and RHAs, as well as the impact on out of area provision, particularly accessing services for our children and young people placed out of area. The CCG's Safeguarding and Assurance Group (SAG) convened in January 2021, and it was agreed further escalation was required. A Government Care Review was announced in December 2020 to take place during 2021/22 and local input will shape the outcome. In addition to this a national NHSE/I clinical reference group has formed to identify and inform improvements.
32. The SIF partners continue to work across organisational boundaries to prioritise the health of children and young people and continues to improve and will be driven and monitored via the multi-agency SIF.

Other Options Considered

33. No other options have been considered.

Reason/s for Recommendation/s

34. To improve the health and wellbeing (physical, emotional and mental) of children and young people who are looked after wherever they are placed, and positively influence their life chances.

Statutory and Policy Implications

35. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public-sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

36. There are no financial implications arising from this report.

RECOMMENDATION/S

- 1) That Committee considers whether there are any further actions it requires in relation to progress in promoting and improving the health of children and young people who are looked after.

Steve Edwards
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Constitutional Comments (EP 16/02/21)

37. The Children and Young People's Committee is the appropriate body to consider this report, if Committee resolves that there are any actions required it should ensure that sure actions are within its terms of reference.

Financial Comments (SAS 22/02/21)

38. There are no financial implications arising directly from this report.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

[Promoting and improving the health of Looked After Children – report to Children and Young People’s Committee on 13th January 2020](#)

[Improving the Emotional Health of Looked After Children – report to Children & Young People’s Committee on 14th October 2019](#)

Electoral Division(s) and Member(s) Affected

All.

C1448

15th March 2021

Agenda Item: 7

REPORT OF THE SERVICE DIRECTOR, FINANCE, INFRASTRUCTURE & IMPROVEMENT

CHILDREN AND YOUNG PEOPLE CORE DATA SET - PERFORMANCE AND FINANCE FOR QUARTER 3

Purpose of the Report

1. This report provides the Committee with a summary of the performance and finance of the Council's services for children and young people for quarter 3 of 2020/21 (1st October to 31th December 2020).

Information

2. The Council's Planning and Performance Framework establishes the approach that the Council takes to planning and managing its performance to deliver effective and responsive services.
3. The Council has agreed that the key measures of its performance will be defined through a number of core data sets which are detailed in its Council Plan and each of its Departmental Strategies.
4. Performance against these core data sets is reported to Committee every three months (quarterly) to support the performance management of the delivery of services.

Performance Reporting for 2020/21

5. This report provides a summary of the quarter 3 position for the Children's Social Care and Education Core Data Set performance measures that fall within the responsibility of the Children and Young People's Committee. The full Core Data Set is included in **Appendices 1 and 2**. **Appendix 1** shows those measures which have received updates since the previous quarter. **Appendix 2** shows those measures which have not changed.
6. For each measure, the following information is provided:
 - Current performance and whether a high or low value is regarded as 'good'.
 - The period this current value relates to.

- An indication of whether performance has improved (+), declined (-), or remained the same (=) over the current reporting period. The most recently available annual performance and which year this relates to.
- The underlying numbers used to calculate the % for some measures is provided within the measure description.
- If a measure is cumulative, this is stated in the measure description.
- Comparator data of the national average for England, and that of the Council's children's services statistical neighbours, where this data is available.

Child and Family Assessments

7. Performance in this area remains consistent with no concerns raised. The Service continues to meet and exceed targets.

Child Protection

8. The numbers of children on child protection plans in Nottinghamshire has seen a reduction since last quarter. The numbers of children becoming subject to a child protection plan fell each month, and the number of children with a discontinued child protection plan this quarter is notably higher than in quarter 2.
9. At the end of quarter 2 there was a programme of robust oversight put in place to consider Child Protection Plans that had been in place over two years, with additional discussions taking place between social care Team Managers and Child Protection Co-Ordinators (CPCs) where required. This quarter out of 37 alerts raised by CPCs, five contained an issue relating to a plan being in place for over 15 months. It is notable that in October 2020, particularly high figures were seen in Ashfield, Mansfield and Bassetlaw, however, by November 2020 the figure in these areas was 0. In November 2020 in these areas a higher than usual number of child protection plans were ended.
10. The number of children becoming subject of a repeat plan in a two year period following the end of the previous plan has remained high this quarter. According to the quality assurance data collected by conference chairs the concerns identified for these families included drug and alcohol misuse, domestic abuse, mental health and neglect. In the majority of meetings the concerns were the same as those identified in the previous plan. This information has been shared with the relevant Children's Service managers in order to inform continued oversight of this issue. In addition the Independent Chair Service will be developing more robust oversight of these situations as part of their continued quality assurance role.
11. There has been a drop from the last quarter in the percentage of cases reviewed in timescale, due to staffing issues relating to Covid 19, although the figure remains within target. There is ongoing focus on ensuring that conferences remain within timescales wherever possible, and any decision to move a planned conference date can only be made by a service manager.

Child Sexual Exploitation (CSE) and Missing

12. The numbers of children reported to the Multi-agency Safeguarding Hub (MASH) as being at risk of CSE has not fallen significantly this quarter. 19 of these children have been

assessed as needing to be discussed at multi-agency meetings focussed on the risks of CSE, due to the assessed risks.

13. The numbers of children reported missing has declined this quarter to 262 children, which mirrors the renewed restrictions on the population following the summer due to the pandemic. It may well reflect the greater supervision of children due to children being at home with carers, and the reduction of opportunities for movement due to lockdown restrictions. The percentages missing from home and care are roughly the same as in quarter 2 with slightly more continuing to be missing from home than from care. The 262 children have gone missing 477 times in total, with 10 children being reported as missing a total of 89 times between them in quarter 3. There has been a small reduction in the number of children who have been reported missing five or more times in the last 12 months. The percentage of children missing from care in Nottinghamshire is below both the national average and our statistical neighbours at 7.6% compared to the most recently available England average of 10% and the statistical neighbour average of 9.5%. The percentage of return interviews completed in timescale has dipped this quarter which is of concern, and work is ongoing to address this.

Looked After Children

14. This measure considers children in care who have had more than three placements during the previous 12 months as a proportion of all children in care. The latest data indicates continuing strong performance, though the impact of the coronavirus pandemic continues to present challenges in maintaining stable placements. During the first national lockdown, placements became less stable as providers took the necessary - sometimes emergency - action to maintain social distancing or to enable appropriate shielding of children in care with complex health needs. The latest data indicates that placements have continued to be more stable since the first lockdown and that the shorter period of national restrictions during quarter 3 2020/21 has not had the same adverse effect (albeit the actual number of children in care - and thus the volume of placements - has continued to increase). From an operational standpoint, it feels as though the latest period of national lockdown is proving more challenging, so it will remain to be seen whether the current performance will be maintained for quarter 4 2020/21. Please note that some level of caution should be exercised when benchmarking against national data because there is a difference between how the current Nottinghamshire figure is calculated and the way in which the national average data was computed in 2018/19. It effectively over-inflates the Nottinghamshire figure, hence the target of 12% has been derived to account for this.
15. The continued strong performance in this indicator underlines the fact that the majority of children in care experience very stable placements over the longer term. It is not until they are aged 16+ that a greater proportion of children in care might experience more changes of placement, but these are part of the normal care plan for older young people in care as they transition into semi-independent accommodation to equip them with independence skills as part of their wider transition into adulthood. That having been said, the wider instability of placements generally during the past year (as a result of the pandemic) has resulted in a small reduction in the overall percentage of long-term stable placements. Please note that the same issue around differences in data computation described above regarding stability of placements applies equally to this indicator; hence this target has likewise been modified to account for this.

Adoption

16. The figures in quarter 2 were positively affected by foster care adoptions. In quarter 3 there is a reduction from quarter 1. However these figures are impacted on by trying to find adopters for some harder to place children. The Council is keen to make all efforts to obtain placements but this small number of children who wait longer to move to their adopters is likely to impact on the figures. Nottinghamshire does not have a high number of foster care adopters so the quarter 2 number is unlikely to be repeated often. It is an area to work on and we are actively doing so with Adoption East Midlands.
17. Quarter 2 figures were again affected by a foster carer adopting. The current figure is higher than over the last year. There are however relatively few children with a Placement Order waiting to be matched. Those waiting tend to be older children or those with developmental uncertainties, health / disability issues.

Care leavers

18. The Covid-19 pandemic has had a significant impact on looked after and leaving care young people in relation to employment, education and training. The Council has actively contacted all young people aged 16 - 24 years across looked after and leaving care who are linked with Personal Advisors and Achievement Advisers to support them with any furlough, loss of employment and education provision being on hold. The Council has issued government laptops and WiFi Dongles have been issued to enable young people to continue to access their employment and education, as well as linked with all colleges and universities to ensure that the young person still has educational provision or has been able to complete their course. It is expected that there will be an impact on Employment, Education, or Training (EET) figures as a result of Covid-19 across the next 12-18 months where education and employment has not been accessible. However, the development of the new Achievement Service and pro-active approach to our young people, whilst working alongside multi-agency partners, has helped maintain the EET figure for this quarter above the target.
19. The Covid-19 pandemic has impacted on the availability of accommodation provision across Nottinghamshire, and due to lockdown and Covid-19 outbreaks has meant that move on into supported accommodation provision or Council tenancies has been stalled. This has therefore impacted on the quality and suitability of accommodation provision. The Council has been actively working with the District Councils to explore where there may be blockages with enabling young people to transition into their own tenancies, including identifying suitable housing provision and tenancies for our former Unaccompanied Asylum Seeking Children to help create more availability within Supported Accommodation Provision. There has been an increase in demand for temporary accommodation for young people facing homelessness or who previously would have stayed with friends and family but due to lockdown restrictions are no longer able to do this. The Council has launched the new Care Leaver Emergency Accommodation (CLEA) as a pilot using Ministry of Housing, Communities, and Local Government (MHCLG) funding to help prevent street homelessness or temporary accommodation via the District/Borough Council. Although preventing homelessness, this will show on our statistics as not being suitable accommodation as it is not a longer term stable solution for them.

Youth Offending

20. The rate (per 100,000 population) of First Time Entrants (FTEs) is now beginning to plateau relative to last year's data, with rates having significantly decreased over previous quarters. At this stage it is difficult to ascertain what the longer-term average is likely to be, considering the unique circumstances presented by Covid-19 and the associated restrictions on individual liberty. The Youth Offending Team Data Summary (YDS) data used by the Youth Justice Board (YJB) tracks earlier data and again shows significant decreases in the FTE rate which is further reflection of the successful embedding of child-centred policies in the Out of Court process.

Summary Financial Position

21. The Children and Families Department Revenue Budget is forecast to underspend by £0.495m (0.33%) as summarised in **Table 1** below.
22. The Authority has received four tranches of main Covid-19 grant allocations totalling £47.1m. This amount was not factored into projections when setting the 2020/21 budget in February 2020. A revised budget estimate has therefore been set whereby Covid-19 grant has been allocated across Committee budgets based on the current known financial impact of the Covid-19 crisis and **Table 1** reflects the position after the allocation of this funding.

Table 1 – Summary Revenue Position

Forecast Variance as at Period 8	Division	Annual Budget	Actual to Period 9	Year-End Forecast	Under(-) / Overspend Variance	Variance as % of Budget
£000		£000	£000	£000	£000	%
	Children & Young People's Committee					
229	Youth, Families & Social Work	62,227	45,102	62,456	229	0.37
(59)	Education Learning & Skills	6,666	4,386	6,607	(59)	0.89
(457)	Commissioning & Resources	68,319	45,330	67,604	(715)	1.05
50	Capital & Central Charges	13,076	12,793	13,126	50	0.38
(237)	Net Committee Overspend	150,288	107,611	149,793	(495)	0.33

23. The Youth, Families & Social Work Division is forecasting an overspend of £0.2m. The major contributing factor is a £0.9m overspend on social work staffing which has arisen due to a combination of additional capacity staff to respond to anticipated increased workloads, maintain manageable caseloads, new posts to be established and agency workers.
24. The forecast agency spend for the Hard to Retain teams is £5.7m (2019-20 £5.4m). There were 78.7 fte agency Team Managers and Social Workers at the end of December and it is estimated that there will be 76.7 fte agency workers by the end of March 2021. This equates to an average of 76 fte agency workers for the year. The forecast also includes

29.9 fte agency Social Work Assistants and a reduction to reflect the annual leave, sickness and bank holidays to be taken by agency workers. All agency posts continue to require the explicit approval of the Service Director, Youth, Families and Social Work, and are subject to scrutiny by the quarterly Agency Challenge Panel.

25. The overspend was offset by a net underspend of £0.7m across all other budgets which includes vacancies, staff related running expenses, non-looked after children placements and additional grant income.
26. The Education, Learning & Skills Division is reporting a £0.1m underspend. The major contributing factor is a £0.5m overspend on the school improvement sold service offer offset by a £0.6m underspend across all other budgets which includes vacancies and additional grant income. A review of the sold service offer for 2020/21 and beyond has been undertaken.
27. The Commissioning & Resources division is reporting a £0.7m underspend. The major contributing factor is a £1.2m underspend on Children's Centres of which approximately £0.5m is staffing related due to vacancies and a temporary subsidy on the NHS Employers pension rate for 2020-21. There is also £0.3m of additional gainshare income, related to the former Children's Centre contract, which exceeded expectations, and £0.5m across all other budgets.
28. The overspend on external residential placements for Children Looked After is £0.4m which is mainly due to general cost increases observed towards the end of 2019-20 and the cost of additional support for complex cases.
29. Since the beginning of April 2020 external LAC numbers have grown by 73 from 445 to 518 at the end of December 2020 and is currently forecast to reach 550 by the end of March 2021. This projected level of growth is approximately 75% higher than originally expected.
30. The remaining £0.1m overspend is attributable to ICDS (Integrated Children's Disability Service) Direct Provider Services attributable to commissioned Personal Care costs and various other budgets across the division.
31. Clayfields House Secure Children's Home is currently forecasting a surplus against its income target of £0.536m. From early September 2020 it has been invoicing for all beds, including extra costs for 1:1 and 2:1 support. Additionally, the Youth Custody Service has approved an inflationary increase to bed prices backdated to April 2020. Any surplus at the end of the financial year will be added to the trading reserve balance which is £0.180m.
32. As well as the implications arising from the Covid-19 emergency the main areas of risk associated with the forecast are in relation to external residential placements and social work staffing due to the volatile nature of the demand on these budgets. In view of the high cost of external residential placements the forecast is highly sensitive to changes in e.g. numbers, weekly costs (due to complexity of need, market conditions, inflation, capacity of internal provision) and placement mix. There is a robust monthly monitoring process to track trend data, average costs and actual numbers of children in placement to highlight potential issues as soon as possible.

Other Options Considered

33. This report is provided as part of the Committee's constitutional requirement to consider performance of all areas within its terms of reference on a quarterly basis. The departmental strategy was agreed on 24th January 2018 and the format and frequency of performance reporting were agreed by the Improvement and Change Sub-Committee on 12th March 2018. Due to the nature of the report no other options were considered appropriate.

Reason/s for Recommendation/s

34. This report is provided as part of the Committee's constitutional requirement to consider performance of areas within its terms of reference on a quarterly basis.

Statutory and Policy Implications

35. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

36. There are no direct financial implications arising from the report.

Safeguarding of Children and Adults at Risk Implications

37. Reporting on the performance of services for looked after children and care leavers will better enable the Council to ensure that children are effectively safeguarded.

RECOMMENDATION

- 1) That Committee considers whether there are any actions it requires in relation to the performance information on the Council's services for children and young people for the period 1st October to 31th December 2020.

Nigel Stevenson

Service Director for Finance, Infrastructure & Improvement

For any enquiries about this report please contact:

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Constitutional Comments (EP 01/03/21)

38. The Children and Young People's Committee is the appropriate body to consider the content of this report. If Committee resolves that any further actions are required it should ensure that such actions are within its terms of reference.

Financial Comments (SAS 23/02/21)

39. There are no financial implications arising directly from this report.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

[Children and young people core data set – performance and finance for Quarter 2: report to Children and Young People's Committee on 30th November 2020](#)

Electoral Division(s) and Member(s) Affected

All.

C1449

Key Performance Indicator	Nottinghamshire				Comparator Data			
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Child and Family assessments for Children's Social Care carried out within statutory timescales	97.0%	-	High	2020/21 Q3	97.9%	96.0% (2018/19)	83.1% (2018/19)	81.4% (2018/19)
Percentage of child protection cases reviewed within timescale	95.0%	-	High	2020/21 Q3	96.1%	91.4% (2018/19)	91.8% (2018/19)	91.1% (2018/19)
Children subject to a Child Protection Plan – Rate per 10,000	44.3	N/A	N/A	2020/21 Q3	46.7	50.1 (2018/19)	43.7 (2018/19)	41.7 (2018/19)
Children who are subject to a child protection plan for 2 years or more	6.2%	-	Low	2020/21 Q3	3.7%	4.1% (2018/19)	3.3% (2018/19)	3.8% (2018/19)
Children becoming the subject of a child protection plan on more than one occasion	26.7%	+	Low	2020/21 Q3	27.9%	23.8% (2018/19)	20.8% (2018/19)	21.3% (2018/19)
Total number of individual children reported missing this quarter	262	+	Low	2020/21 Q3	291	967 (P) (2018/19)	-	-
Of the children reported missing, % missing from home (152/262)	57.6%			2020/21 Q3	60.5%	71% (P) (2018/19)	-	-
Of the children reported missing, % missing from care placement (114/262)	43.5%			2020/21 Q3	42.3%	33% (P) (2018/19)	-	-
Of the children reported missing, % missing from NCC LAC care placement (76/262)	29.0%			2020/21 Q3	28.9%	18% (P) (2018/19)	-	-
Total number of missing occurrences* this quarter generated by these children	477	+	Low	2020/21 Q3	599	2785 (P) (2018/19)	-	-
Percentage of Nottinghamshire LAC missing from placement by individual child (L) (76/997)	7.6%	=	Low	2020/21 Q3	7.6%	18% (2017/18)	11% (2017/18)	10.1% (2017/18)
Percentage of children reported missing this qtr who have gone missing 5+ times in last 12 mths (58/262)	22.1%	+	Low	2020/21 Q3	24.4%	14% (P) (2018/19)	-	-
Number of children reported to MASH as at risk of CSE	85	+	Low	2020/21 Q3	88	381 (P) (2018/19)	-	-
Number of LAC children subject to CSE strategy meeting	2	-	Low	2020/21 Q3	0	5 (P) (2018/19)	-	-
Number of non LAC children subject to CSE strategy meeting	18	-	Low	2020/21 Q3	17	59 (P) (2018/19)	-	-
Percentage of looked after children placed 20 miles or more from home (L) (162/956)	16.9%	+	Low	2020/21 Q3	17.8%	17.0% (2018/19)	15.0% (2018/19)	15.7% (2018/19)
Looked after children with 3 or more placements in any one year (L)	9.6%	+	Low	2020/21 Q3	10.2%	4.0% (2018/19)	10.0% (2018/19)	10.1% (2018/19)
Percentage of looked after children remaining in long-term placements (L)	68.6%	-	High	2020/21 Q3	71.0%	89% (2018/19)	69% (2018/19)	67.7% (2018/19)

For Nottinghamshire, the performance data available at the end of quarter 3 2020/21 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

NB Missing definition = reported as missing to Police, includes missing no risk (absent) as well as missing
* missing occurrences - Current value is total over 3 months, annual performance is total over 12 months

Key Performance Indicator	Nottinghamshire					Comparator Data		
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Percentage of care leavers in education, employment or training aged 19-21 (L) (118/225)	52.4%	+	High	2020/21 Q3	52.0%	47.0% (2018/19)	52% (2018/19)	49.4% (2018/19)
Percentage of care leavers in higher education aged 19-21 (L) (16/225)	7.1%	-	High	2020/21 Q3	7.7%	5.0% (2018/19)	6.0% (2018/19)	5.3% (2018/19)
Percentage of care leavers in suitable accommodation (L) (183/225)	81.3%	-	High	2020/21 Q3	84.2%	90.0% (2018/19)	85% (2018/19)	84.6% (2018/19)
Percentage of school-age LAC with an up-to-date Personal Education Plan (L) (301/640)	47.0%	+	High	2020/21 Q3	43.8%	68.7% (P) (2018/19)	-	-
Percentage of LAC who took up the opportunity to be consulted by their Independent Reviewing Officer (IRO) prior to the LAC Review Meeting (L) (225/696)	32.3%	-	High	2020/21 Q3	35.5%	30.8% (P) (2018/19)	-	-
Average time between a child entering care and moving in with its adoptive family, for those adopted children, adjusted for foster carer adoptions (days)	491	-	Low	2020/21 Q3	252	285 days (2016-19)	285 days (2016-19)	360 days (2016-19)
Average time between a LA receiving court authority to place a child and deciding on a match to an adoptive family (days)	306	+	Low	2020/21 Q3	804	134 days (2016-19)	134 days (2016-19)	162 days (2016-19)
Numbers of individual children and young people engaged in positive activities delivered by the Young People's Service (cumulative)	3,112	+	High	2020/21 Q3	743	16,338 (2018/19)	-	-
Numbers of children and young people accessing Outdoor and Environmental Education (cumulative)	3,435	+	High	2020/21 Q3	617	29,056 (2018/19)	-	-
First time entrants to the Youth Justice System aged 10-17 (per 100,000) (cumulative)	39	-	Low	2020/21 Q2	26	251 (2018/19)	276 (2017/18)	-

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Appendix 2 - Indicators that remain unchanged from previous report

Key Performance Indicator	Nottinghamshire				Comparator Data			
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Average Strengths and Difficulties Question (SDQ) Score per LAC (for at least 12 months) (L) (Maximum possible score 40)	15.2	+	Low	2018/19	15.9	15.9 (2017/18)	14.2 (2018/19)	14.2 (2018/19)
Percentage of LAC (for at least 12 months) with up to date immunisations (L) (589/592)	99.0%	+	High	2018/19	99%	98.9% (2017/18)	87% (2018/19)	85.2% (2018/19)
Percentage of LAC (for at least 12 months) who have had their teeth checked by a dentist (L) (460/592)	78.0%	-	High	2018/19	82%	82% (2017/18)	85% (2018/19)	80.1% (2018/19)
Percentage of LAC (for at least 12 months) who have had their annual health assessment (L) (581/592)	98.0%	+	High	2018/19	94%	93.9% (2017/18)	90% (2018/19)	88.7% (2018/19)
Percentage of LAC (for at least 12 months & under 5) whose development assessments are up to date (46/46)	100.0%	=	High	2018/19	100%	100% (2017/18)	88% (2018/19)	95.3% (2018/19)
Percentage of LAC (for at least 12 months) identified as having a substance misuse problem (L) (27/592)	5.0%	=	Low	2018/19	5%	5.0% (2017/18)	4% (2018/19)	3.0% (2018/19)
Percentage of Return Interviews completed within timescale (L) (293/358)	81.8%	+	High	2020/21 Q2	79.0%	73% (P) (2018/19)	-	-
Percentage of LAC (for at least 12 months) convicted or subject to a final warning or reprimand (L) (0/592)	0.0%	=	Low	2018/19	0.0%	0.0% (2017/18)	3% (2018/19)	3.4% (2018/19)
Primary schools judged by Ofsted as having good or outstanding standards of behaviour	93.4%	+	High	As at Sept 2015	92.7%	n/a	94.3% (Sept 2015)	94.1% (Sept 2015)
Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	79.1%	-	High	As at Sept 2015	83.3%	n/a	85.1% (Sept 2015)	84.2% (Sept 2015)
Participation in education, employment and training (EET) aged 16-17	94.3%	+	High	2020/21 Q1	92.8%	94.9% (2018/19 Q4)	-	-
Percentage not in education, employment or training (NEET) aged 16-17	1.7%	=	Low	2020/21 Q1	1.7%	1.7% (2018/19 Q4)	-	-
Percentage whose destination is not known aged 16-17	4.0%	+	Low	2020/21 Q1	5.5%	3.4% (2018/19 Q4)	-	-
Percentage of children aged 0-4 living in low income areas registered with children's centres (snapshot)	100.0%	=	High	2018/19 Q1	100.0%	100% (2017/18 Q4)	-	-
Percentage of children aged 0-4 living in low income areas seen at children's centres (cumulative)	75.5%	+	High	2018/19 Q1	72.4%	75.5% (2017/18 Q4)	-	-
Numbers exiting substance misuse treatment in a planned manner	74%	-	High	2020/21 Q1	94%	94% (2019/20)	82% (2019/20)	-
Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Nottinghamshire NHS)	43.4%	=	High	2019/20 Q3	43.4%	41.9% (2018/19)	46.2% (2018/19)	45.7% (2018/19)
Percentage of LAC achieving expected standard at KS1 in Reading (L) (9/15)	60.0%	+	High	2018/19 academic	31.3%	31.3% (2017/18)	52.0% (2018/19)	-
Percentage of LAC achieving expected standard at KS1 in Writing (L) (7/15)	46.7%	+	High	2018/19 academic	25.0%	25.0% (2017/18)	43.0% (2018/19)	-
Percentage of LAC achieving expected standard at KS1 in Maths (L) (9/15)	60.0%	+	High	2018/19 academic	37.5%	37.5% (2017/18)	49.0% (2018/19)	-
Percentage of LAC achieving expected standard at KS2 in Reading (L) (17/33)	51.5%	+	High	2018/19 academic	46.9%	46.9% (2017/18)	49.0% (2018/19)	50.0% (2018/19)

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Appendix 2 - Indicators that remain unchanged from previous report

Key Performance Indicator	Nottinghamshire				Comparator Data			
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Percentage of LAC achieving expected standard at KS2 in Writing (L) (19/33)	57.6%	+	High	2018/19 academic	37.5%	37.5% (2017/18)	50.0% (2018/19)	46.0% (2018/19)
Percentage of LAC achieving expected standard at KS2 in Maths (L) (13/33)	39.4%	+	High	2018/19 academic	37.5%	37.5% (2017/18)	51.0% (2018/19)	48.0% (2018/19)
Percentage of LAC achieving 9-5 grades in GCSE English & maths at KS4 (L) (8/71)	11.3%	+	High	2018/19 academic	6.8%	6.8% (2017/18)	7.3% (2018/19)	10.0% (2018/19)
Percentage of LAC achieving 9-4 grades in GCSE English & maths at KS4 (L) (17/71)	23.9%	+	High	2018/19 academic	22.7%	22.7% (2017/18)	18.0% (2018/19)	21.3% (2018/19)
Percentage of LAC classed as persistent absentees (L) (29/385)	7.5%	+	Low	2018/19 academic	8.9%	8.9% (2017/18)	10.9% (2018/19)	10.9% (2018/19)
Percentage of LAC permanently excluded (L) (0/365)	0.0%	=	Low	2017/18 academic	0.0%	0% (2016/17)	0.05% (2017/18)	-
Percentage of LAC with at least one fixed term exclusion (L) (38/365)	10.4%	+	Low	2017/18 academic	10.6%	10.6% (2016/17)	11.7% (2017/18)	11.0% (2017/18)
Number of primary schools in an Ofsted category (Inadequate)	1	+	Low	2019/20 Q4	2	n/a	-	-
Number of secondary schools in an Ofsted category (Inadequate)	3	-	Low	2019/20 Q4	2	n/a	-	-
Early years foundation stage attainment (Reaching a 'Good Level of Development' - at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)	70.6%	+	High	2018/19 academic	69.7%	69.7%	71.8% (2018/19)	72.0% (2018/19)
Attainment gap for a good level of development in EYFSP between pupils taking free school meals and the rest	23.0%	-	Low	2018/19 academic	22.7%	22.7%	18.5% (2018/19)	-
Pupils achieving at least the expected standard in reading, writing & mathematics at age 11	64.7%	=	High	2018/19 academic	64.7%	64.7%	65% (2018/19)	64.7% (2018/19)
Attainment gap at age 11 between pupils taking free school meals and the rest (FSM during past six years)	22.6%	=	Low	2018/19 academic	22.6%	22.6%	19.0% (2018/19)	-
Achievement of 9-5 grades in GCSE English & maths	45.4%	-	High	2018/19 academic	45.6%	45.6%	43.4% (2018/19)	42.9% (2018/19)
Achievement of 9-4 grades in GCSE English & maths	67.6%	+	High	2018/19 academic	66.6%	66.6%	64.9% (2018/19)	65.1% (2018/19)
Attainment gap at age 16 between pupils taking free school meals and the rest (FSM during past six years) 9-5 grades in GCSE English & maths	26.4%	+	Low	2018/19 academic	28.2%	28.2%	24.5% (2018/19p)	-
Attainment gap at age 16 between pupils taking free school meals and the rest (FSM during past six years) 9-4 grades in GCSE English & maths	26.7%	+	Low	2018/19 academic	28.0%	28.0%	26.3% (2018/19p)	-
Percentage of A level entries at A*-B grades	49.5%	+	High	2018/19 academic	49.3%	49.3%	48.4% (2018/19)	-
Percentage of A level entries at A*-E grades	98.2%	-	High	2018/19 academic	98.5%	98.5%	97.2% (2018/19)	-
Percentage of young people qualified to Level 3 (2 passes at A-Level or equivalent) by age 19	52.0%	+	High	2018/19 academic	51.9%	51.9% (2017/18)	56.9% (2018/19)	55.4% (2018/19)
Percentage of young people who have not attained a Level 2 qualification in English & maths at age 16 who go on to attain Level 2 or higher in both by the end of the academic year in which they turn 19	24.7%	+	High	2018/19 academic	23.8%	23.8% (2017/18)	28.7% (2018/19)	27.4% (2018/19)
Percentage of overall absence in primary, secondary and special schools	4.4%	+	Low	2018/19 academic	4.5%	4.5% (2017/18)	4.7% (2018/19)	4.7% (2018/19)
Rate of permanent exclusions from school (primary, secondary and special schools)	0.04%	=	Low	2018/19 academic	0.04%	0.04% (2017/18)	0.10% (2018/19)	0.10% (2018/19)
Percentage of two year olds taking up their free entitlement	68.4%	-	High	Summer Term 2020	74.3%	74.3% (Summer 2019)	-	-

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15th March 2021

Agenda Item: 8

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

BASIC NEED PROGRAMME OF SCHOOL EXPANSION 2021-22

Purpose of the Report

1. This report seeks approval to take the list of projects identified in **Appendix 1** forward to feasibility.
2. The report also seeks Committee approval to use Basic Need to forward fund projects for which housing developer contributions will be available, but not at the time at which additional school places are required. Furthermore, it seeks approval to use Basic Need funding to cover the shortfall between the total cost of a project and the total housing developer contributions that are available.

Information

3. Nottinghamshire County Council has a statutory duty to ensure a sufficiency of school places for children resident in the County.
4. On an annual basis the Council makes a statutory return to the Department for Education (DfE) outlining the net capacity and levels of occupation in its schools. This School Capacity return (SCAP) informs the Education Skills and Funding Agency (ESFA) allocation of the level of 'Basic Need' grant for new school places in the County due to population growth.
5. The assessment of Basic Need for the period 2021-22, has been determined by the ESFA and Nottinghamshire has been allocated £16,403,975. This assessment is informed by the Department's judgement as to the sufficiency issues Nottinghamshire faces arising from their analysis of the School Capacity return which was made in Autumn 2019.
6. Basic Need funding is not ring fenced and comes with no recommendations as to which schools or planning areas should be allocated capital funding. It must be deployed to address capital issues and cannot be used to address revenue issues.
7. Officers in Pupil Place Planning work in close conjunction with partner services in School Admissions, Planning, Place, and Information and Systems to interrogate all available data in respect of projected demand for places and identify where the most pressing and appropriate sites for expansion lie.

8. In the past the Council has been required to organise mobile classrooms to meet urgent teaching requirements with temporary planning permissions. On a predictable basis these come to the end of their permission or to the end of their viable life. The Basic Need allocation has been used over the years to replace these with permanent classrooms where data indicates that places are still required.
9. Projections data indicates that the primary 'bulge', first noted in 2011, has moved through the primary phase into the secondary phase.
10. Project feasibility studies will establish the risks associated with all the proposals identified in **Appendix 1**. The outcomes of feasibility will inform Elected Members as to where proposed projects are undeliverable, poor value for money or appropriate and meet service needs.

Other Options Considered

11. Projects could proceed to planning without feasibility, but this would not then allow risks to be identified and is therefore not considered to be a viable option.

Reason/s for Recommendation/s

12. Feasibility costs represent good value for money when compared with the costs associated with abortive planning and design costs which would be incurred without prior feasibility establishing the suitability of proposals.

Statutory and Policy Implications

13. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

14. Where the feasibility works result in a capital project, the costs of the feasibility will be funded from the approved Basic Need school places capital programme. Where a capital project does not ensue, the cost of the feasibility works is not able to be funded from capital resources. As such, these costs will need to be met from within the Place department revenue budget.

RECOMMENDATION/S

That Committee:

- 1) gives approval for the list of projects identified in **Appendix 1** to be taken forward to feasibility.

- 2) gives approval to use Basic Need to forward fund projects for which housing developer contributions will be available, but not at the time at which additional school places are required. Furthermore, it gives approval to use Basic Need funding to cover the shortfall between the total cost of a project and the total housing developer contributions that are available.

Marion Clay
Service Director, Education, Learning and Skills

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Constitutional Comments (EP 16/02/21)

15. The recommendations fall within the remit of the Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (GB 16/02/21)

16. The 2021/22 Basic Need allocation of £16.4m is already approved within the Children and Young People's capital programme. If the feasibility costs set out in this report result in a capital programme they will be funded from the School Places programme. Where a capital project does not ensue the costs will be abortive in nature and will need to be met from the Place department revenue budget. Where the Council receives additional section 106 contributions, the capital programme will need to be varied in line with the usual capital approval processes.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

None.

Electoral Division(s) and Member(s) Affected

All.

C1450

Basic Need 2021 Priorities with Rationale

1. Primary Phase

Kneesall

This is a small rural primary school that represents a stand-alone planning area. The current projection for the school / planning area shows a small surplus of primary places:

School Name	District	Planning Area	PAN		Net ca	Proj Yea	School years						Whole school projection		
			FA	IJ			R	1	2	3	4	5	6	TOT	surplus / deficit place
Kneesall C of E Primary School	NEWARK	Rural	15	0	105	2020-21	16	10	13	15	14	15	16	99	+6
Kneesall C of E Primary School	NEWARK	Rural	15	0	105	2021-22	10	16	10	13	15	14	15	93	+12
Kneesall C of E Primary School	NEWARK	Rural	15	0	105	2022-23	10	10	16	10	13	15	14	88	+17
Kneesall C of E Primary School	NEWARK	Rural	15	0	105	2023-24	10	10	10	16	10	13	15	84	+21
Kneesall C of E Primary School	NEWARK	Rural	15	0	105	2024-25	10	10	10	10	16	10	13	79	+26

However, the school currently has a mobile classroom which provides 30 of its statutory school places in addition to the 90 places provided by the main, permanent school buildings. The temporary planning permission for the mobile classroom expires in July 2021. If this is not renewed, which is not guaranteed, the school would be left with insufficient school places to meet projected need and would need to reduce its Published Admission Number (PAN) from 15 to 10. The school and the local authority would be reluctant to endorse this approach, on the grounds of continued viability and the need to offer a balanced curriculum.

It is worth noting that accurate projections for small rural planning areas such as Kneesall are difficult to achieve. However, the school is very confident that it will continue to recruit to 15 places per year for the foreseeable future, in part because it has recently started to offer pre-school places that may result in a higher number of subsequent admissions to the school's reception.

Forest Town

This planning area is expected to experience consistent pressure for primary school places, as shown in the following projections:

School Name	District	Planning Area	PAN			Proj Ye	School years						Whole school projection		
			F	I	Net c		f	1	2	3	4	5	6	TOT	surplus / deficit place
Forest Town Primary School	MANSFIELD	Forest Town	60	0	404	2020-21	54	49	60	54	55	61	57	390	+14
Forest Town Primary School	MANSFIELD	Forest Town	60	0	404	2021-22	64	55	53	60	54	56	61	403	+1
Forest Town Primary School	MANSFIELD	Forest Town	60	0	404	2022-23	58	65	59	53	60	55	56	406	-2
Forest Town Primary School	MANSFIELD	Forest Town	60	0	404	2023-24	57	58	68	58	53	61	55	410	-6
Forest Town Primary School	MANSFIELD	Forest Town	60	0	404	2024-25	57	57	61	67	58	54	61	415	-11
Heatherley Primary School	MANSFIELD	Forest Town	45	0	315	2020-21	44	45	46	45	44	47	33	304	+11
Heatherley Primary School	MANSFIELD	Forest Town	45	0	315	2021-22	53	44	46	46	45	45	47	326	-11
Heatherley Primary School	MANSFIELD	Forest Town	45	0	315	2022-23	47	53	45	46	46	46	45	328	-13
Heatherley Primary School	MANSFIELD	Forest Town	45	0	315	2023-24	47	47	54	45	46	47	46	332	-17
Heatherley Primary School	MANSFIELD	Forest Town	45	0	315	2024-25	47	47	48	54	45	47	47	335	-20
Holly Primary School, Mansfield	MANSFIELD	Forest Town	40	0	280	2020-21	41	40	43	44	45	41	38	292	-12
Holly Primary School, Mansfield	MANSFIELD	Forest Town	40	0	280	2021-22	48	41	40	43	44	45	40	301	-21
Holly Primary School, Mansfield	MANSFIELD	Forest Town	40	0	280	2022-23	44	48	41	40	43	44	44	304	-24
Holly Primary School, Mansfield	MANSFIELD	Forest Town	40	0	280	2023-24	44	44	48	41	40	43	43	303	-23
Holly Primary School, Mansfield	MANSFIELD	Forest Town	40	0	280	2024-25	44	44	44	48	41	40	42	303	-23
John T Rice Infant and Nursery School	MANSFIELD	Forest Town	50	0	150	2020-21	50	49	51	0	0	0	0	150	0
John T Rice Infant and Nursery School	MANSFIELD	Forest Town	50	0	150	2021-22	58	50	50	0	0	0	0	158	-8
John T Rice Infant and Nursery School	MANSFIELD	Forest Town	50	0	150	2022-23	52	58	51	0	0	0	0	161	-11
John T Rice Infant and Nursery School	MANSFIELD	Forest Town	50	0	150	2023-24	54	53	60	0	0	0	0	167	-17
John T Rice Infant and Nursery School	MANSFIELD	Forest Town	50	0	150	2024-25	57	56	55	0	0	0	0	168	-18
Newlands Junior School	MANSFIELD	Forest Town	0	60	216	2020-21	0	0	0	49	55	65	61	230	-14
Newlands Junior School	MANSFIELD	Forest Town	0	60	216	2021-22	0	0	0	52	53	61	68	234	-18
Newlands Junior School	MANSFIELD	Forest Town	0	60	216	2022-23	0	0	0	54	56	59	64	233	-17
Newlands Junior School	MANSFIELD	Forest Town	0	60	216	2023-24	0	0	0	53	58	62	62	235	-19
Newlands Junior School	MANSFIELD	Forest Town	0	60	216	2024-25	0	0	0	60	57	64	65	246	-30
Planning area summary	Mansfield	Forest Town	195	60	1365	2020-21	189	183	200	192	199	214	189	1366	-1
Planning area summary	Mansfield	Forest Town	195	60	1365	2021-22	223	190	189	201	196	207	216	1422	-57
Planning area summary	Mansfield	Forest Town	195	60	1365	2022-23	201	224	196	193	205	204	209	1432	-67
Planning area summary	Mansfield	Forest Town	195	60	1365	2023-24	202	202	230	197	197	213	206	1447	-82
Planning area summary	Mansfield	Forest Town	195	60	1365	2024-25	205	204	208	229	201	205	215	1467	-102

As shown above, the projected deficit of school places is expected to reach c100 by 2024-25. This largely results from population trends: a large increase has been identified in the local pre-school population. However, additional demand for primary school places is also expected to arise due to a number of local housing developments.

The projections anticipate that the greatest pressure will be experienced around the Clipstone area served by John T Rice Infant School and Newlands Junior School. Cumulatively, four local developments will bring approximately £1.7m of housing developer contributions towards the cost of providing additional school places in Forest Town, which we would intend to spend in Clipstone. As a result, NCC Pupil Place Planning proposes that developer contributions be used to expand John T Rice Infant by one classroom and Newlands Junior by two classrooms. However, a confirmed timeline for the delivery of these developments has not yet been confirmed, so it is proposed that this expansion is forward-funded from Basic Need 2021 in order to address sufficiency issues as soon as possible.

Bingham

This primary planning area is projected to experience an increasing demand for primary school places, arising from new housing developments:

School Name	District	Planning Area	PAN		Net ca	Proj Yea	School years						Whole school projection		
			FA	IJ			R	1	2	3	4	5	6	TOT	surplus / deficit place
Carnarvon Primary School	RUSHCLIFFE	Bingham	70	0	490	2020-21	58	71	70	76	65	71	71	482	+8
Carnarvon Primary School	RUSHCLIFFE	Bingham	70	0	490	2021-22	65	60	73	72	76	67	74	487	+3
Carnarvon Primary School	RUSHCLIFFE	Bingham	70	0	490	2022-23	70	65	60	74	71	77	69	486	+4
Carnarvon Primary School	RUSHCLIFFE	Bingham	70	0	490	2023-24	64	70	65	61	73	72	79	484	+6
Carnarvon Primary School	RUSHCLIFFE	Bingham	70	0	490	2024-25	59	64	70	66	60	74	74	467	+23
Robert Miles Infant School	RUSHCLIFFE	Bingham	60	0	180	2020-21	50	55	67	0	0	0	0	172	+8
Robert Miles Infant School	RUSHCLIFFE	Bingham	60	0	180	2021-22	67	58	63	0	0	0	0	188	-8
Robert Miles Infant School	RUSHCLIFFE	Bingham	60	0	180	2022-23	82	78	68	0	0	0	0	228	-48
Robert Miles Infant School	RUSHCLIFFE	Bingham	60	0	180	2023-24	89	93	88	0	0	0	0	270	-90
Robert Miles Infant School	RUSHCLIFFE	Bingham	60	0	180	2024-25	95	100	103	0	0	0	0	298	-118
Robert Miles Junior School	RUSHCLIFFE	Bingham	0	60	240	2020-21	0	0	0	62	61	64	64	251	-11
Robert Miles Junior School	RUSHCLIFFE	Bingham	0	60	240	2021-22	0	0	0	61	64	63	64	252	-12
Robert Miles Junior School	RUSHCLIFFE	Bingham	0	60	240	2022-23	0	0	0	62	63	66	63	254	-14
Robert Miles Junior School	RUSHCLIFFE	Bingham	0	60	240	2023-24	0	0	0	50	64	65	66	245	-5
Robert Miles Junior School	RUSHCLIFFE	Bingham	0	60	240	2024-25	0	0	0	53	52	66	65	236	+4
Planning area summary	Rushcliffe	Bingham	130	60	910	2020-21	108	126	137	138	126	135	135	905	+5
Planning area summary	Rushcliffe	Bingham	130	60	910	2021-22	132	118	136	133	140	130	138	927	-17
Planning area summary	Rushcliffe	Bingham	130	60	910	2022-23	152	143	128	136	134	143	132	968	-58
Planning area summary	Rushcliffe	Bingham	130	60	910	2023-24	153	163	153	111	137	137	145	999	-89
Planning area summary	Rushcliffe	Bingham	130	60	910	2024-25	154	164	173	119	112	140	139	1001	-91

Almost all of the anticipated extra demand will come from the Romans' Quarter (Chapel Lane) development, on which construction is underway. The effect on primary school places of the initial stage of this development is already reflected in the above projections. However, construction is expected to continue beyond the period covered by the projections, so the deficit of school places shown above is expected to rise to approximately 170. This will be addressed by the building of a new 210 place (1 FE) primary school on the Romans' Quarter site.

Developer contributions from the Romans' Quarter development will provide c£2.8m towards the total cost of the new school (c£6m). This paper proposes that the remainder of the cost (£3.2m) is funded through Basic Need 2021.

East Leake

This primary planning area is projected to experience an increasing demand for primary school places, primarily arising from new housing developments:

School Name	District	Planning Area	PAN		Net ca	Proj Yea	School years						Whole school projection		
			FA	IJ			R	1	2	3	4	5	6	TOT	surplus / deficit place
Brookside Primary School	RUSHCLIFFE	East Leake	45	0	315	2020-21	59	48	49	47	34	35	32	304	+11
Brookside Primary School	RUSHCLIFFE	East Leake	45	0	315	2021-22	56	61	51	52	49	39	36	344	-29
Brookside Primary School	RUSHCLIFFE	East Leake	45	0	315	2022-23	50	58	64	54	53	53	39	371	-56
Brookside Primary School	RUSHCLIFFE	East Leake	45	0	315	2023-24	53	52	61	67	55	57	53	398	-83
Brookside Primary School	RUSHCLIFFE	East Leake	45	0	315	2024-25	56	55	55	64	68	59	57	414	-99
Costock C of E Primary School	RUSHCLIFFE	East Leake	15	0	105	2020-21	14	14	8	12	17	15	15	95	+10
Costock C of E Primary School	RUSHCLIFFE	East Leake	15	0	105	2021-22	12	14	15	9	12	18	17	97	+8
Costock C of E Primary School	RUSHCLIFFE	East Leake	15	0	105	2022-23	11	12	15	16	9	13	20	96	+9
Costock C of E Primary School	RUSHCLIFFE	East Leake	15	0	105	2023-24	10	11	13	16	16	10	15	91	+14
Costock C of E Primary School	RUSHCLIFFE	East Leake	15	0	105	2024-25	10	10	12	14	16	17	12	91	+14
Lantern Lane Primary and Nursery	RUSHCLIFFE	East Leake	60	0	420	2020-21	52	58	56	55	66	67	55	409	+11
Lantern Lane Primary and Nursery	RUSHCLIFFE	East Leake	60	0	420	2021-22	62	52	57	59	58	72	67	427	-7
Lantern Lane Primary and Nursery	RUSHCLIFFE	East Leake	60	0	420	2022-23	55	64	53	62	63	65	73	435	-15
Lantern Lane Primary and Nursery	RUSHCLIFFE	East Leake	60	0	420	2023-24	59	57	65	58	66	70	66	441	-21
Lantern Lane Primary and Nursery	RUSHCLIFFE	East Leake	60	0	420	2024-25	63	61	58	70	62	73	71	458	-38
Planning area summary	Rushcliffe	East Leake	120	0	840	2020-21	125	120	113	114	117	117	102	808	+32
Planning area summary	Rushcliffe	East Leake	120	0	840	2021-22	130	127	123	120	119	129	120	868	-28
Planning area summary	Rushcliffe	East Leake	120	0	840	2022-23	116	134	132	132	125	131	132	902	-62
Planning area summary	Rushcliffe	East Leake	120	0	840	2023-24	122	120	139	141	137	137	134	930	-90
Planning area summary	Rushcliffe	East Leake	120	0	840	2024-25	129	126	125	148	146	149	140	963	-123

The shortfall of primary school places identified above will be addressed by the building of a new 210 place (1 FE) primary school. The new school is estimated to cost c£6m. It will be funded in part by developer contributions from the Rempstone Road development, which will provide c£1.7m. This paper proposes that the remainder of the cost (£4.3m) be funded through Basic Need 2021.

It is expected that the new school will be available for the allocation of children from September 2022. In the interim, additional places will be created by the reconfiguration of Brookside Primary school. This project will allow the school to offer 15 additional places on an annual basis in 2021 and 2022 with a temporary increase in the Published Admission Number from 45 to 60. The funding for this is sought through Basic Need.

Harworth

Projections indicate a small deficit of primary school places in Harworth towards the end of the projections period:

School Name	Planning Area	PAN		Net ca	Proj Year	School years						Whole school projection		
		FA	IJ			R	1	2	3	4	5	6	TOT	surplus / deficit place
Harworth C of E Academy	Harworth	30	0	210	2020-21	23	25	27	31	24	30	28	188	+22
Harworth C of E Academy	Harworth	30	0	210	2021-22	23	23	25	28	31	23	29	182	+28
Harworth C of E Academy	Harworth	30	0	210	2022-23	23	23	23	26	28	30	22	175	+35
Harworth C of E Academy	Harworth	30	0	210	2023-24	23	23	23	24	26	27	29	175	+35
Harworth C of E Academy	Harworth	30	0	210	2024-25	23	23	23	24	24	25	26	168	+42
Serlby Park Academy	Harworth	60	0	420	2020-21	63	59	66	47	62	69	61	427	-7
Serlby Park Academy	Harworth	60	0	420	2021-22	71	69	64	71	52	67	74	467	-47
Serlby Park Academy	Harworth	60	0	420	2022-23	72	74	71	67	74	54	69	481	-61
Serlby Park Academy	Harworth	60	0	420	2023-24	76	74	76	73	69	76	57	501	-81
Serlby Park Academy	Harworth	60	0	420	2024-25	76	76	75	77	74	69	76	523	-103
St Patrick's Catholic Primary School	Harworth	15	0	105	2020-21	14	10	15	7	13	12	14	85	+20
St Patrick's Catholic Primary School	Harworth	15	0	105	2021-22	13	14	11	14	6	11	12	81	+24
St Patrick's Catholic Primary School	Harworth	15	0	105	2022-23	13	13	15	10	13	4	11	79	+26
St Patrick's Catholic Primary School	Harworth	15	0	105	2023-24	13	13	14	14	9	11	4	78	+27
St Patrick's Catholic Primary School	Harworth	15	0	105	2024-25	13	13	14	13	13	7	11	84	+21
Planning area summary	Harworth	105	0	735	2020-21	100	94	108	85	99	111	103	700	+35
Planning area summary	Harworth	105	0	735	2021-22	107	105	100	113	89	101	115	730	+5
Planning area summary	Harworth	105	0	735	2022-23	108	110	109	103	115	88	102	735	0
Planning area summary	Harworth	105	0	735	2023-24	112	110	113	111	104	114	90	754	-19
Planning area summary	Harworth	105	0	735	2024-25	112	112	112	114	111	101	113	775	-40

Secondary school projections indicate a surplus throughout the projections period:

School Name	Planning area	PA	Net ca	Proj Year	School years						Whole school projection		
					7	8	9	10	11	12	13	TOTA	surplus / deficit place
Serlby Park Academy	Harworth	120	810	2020-21	104	90	91	79	72	10	1	447	+363
Serlby Park Academy	Harworth	120	810	2021-22	104	111	97	97	81	12	3	505	+305
Serlby Park Academy	Harworth	120	810	2022-23	117	108	115	100	96	12	4	552	+258
Serlby Park Academy	Harworth	120	810	2023-24	107	121	112	119	98	14	4	575	+235
Serlby Park Academy	Harworth	120	810	2024-25	94	109	123	112	119	14	5	576	+234
Serlby Park Academy	Harworth	120	810	2025-26	111	95	110	123	108	17	5	569	+241
Serlby Park Academy	Harworth	120	810	2026-27	113	112	96	110	119	15	6	571	+239
Serlby Park Academy	Harworth	120	810	2027-28	120	114	113	96	106	17	5	571	+239
Serlby Park Academy	Harworth	120	810	2028-29	119	121	115	113	92	15	6	581	+229
Serlby Park Academy	Harworth	120	810	2029-30	117	120	122	115	109	13	5	601	+209

Neither the primary nor secondary projections currently reflect the potential additional demand that would arise should permission be given for new housing at Harworth Colliery (1300 dwellings) and Tickhill Road (650). If these developments were to go ahead in their suggested form, they would bring with them c£7m of housing developer contributions that would be used to expand local primary school provision. Secondary expansion would come from the Community Infrastructure Levy (CIL). If these developments were reflected in our projections,

the effect would be a probable 2 FE deficit in local primary schools and a 1FE deficit in Serlby Park's secondary phase.

To address the above, Basic Need funding is sought to enable feasibility to be undertaken regarding the construction of a new, 3 FE primary school on the Serlby Park site and an expansion/reconfiguration project in the existing secondary school building.

2. Secondary Phase

No Basic Need 2021 funding is required for secondary provision.

The Council is already addressing sufficiency issues in the following secondary schools, which were the subject of previous Basic Need reports:

- **Outwood Portland Academy, Worksop:** potential addition of 300 places (2 forms of entry (FE))
- **Carlton Academy:** 300 places (2 FE) were added in September 2020
- **Carlton le Willows Academy:** c600 additional places (4 FE) expected by September 2022. This proposal is the subject of a standing objection from Sport England, on the grounds that the project will reduce playing field facilities. NCC, the DfE and Carlton le Willows have identified a mitigation plan to provide additional playing fields. However, the standing objection may need to be considered by the Secretary of State for Education if he so wishes as part of the planning process.
- **Rushcliffe School:** 450 additional places expected by September 2022
- **New secondary school in West Bridgford:** 600 new places (4 FE) for statutory-aged pupils, plus a 200 place sixth form, expected in September 2024. (The school would have the ability to further expand to 1,050 places (7 FE))
- **Toot Hill Academy, Rushcliffe East:** 150 additional permanent places (1 FE) expected by September 2022. Funding from this project will come from housing developer contributions but will be forward-funded from Basic Need 2020
- **South Nottinghamshire Academy, Rushcliffe East:** potential addition of 150 places (1 FE). Funding from this project will come from housing developer contributions but will be forward-funded from Basic Need 2020

3. Special Educational Needs and Disabilities (SEND)

There are currently 3,028 pupils with special educational needs or disabilities (SEND) in Nottinghamshire who have an Education, Health and Care Plan (EHCP). Each plan identifies the pupil's needs, and the type of support and educational provision they require.

Most pupils with SEND have their needs met within mainstream education settings but others require specialist provision. Wherever possible, the Nottinghamshire SEND Policy seeks to ensure that children and young people with SEND can be educated in mainstream schools and if specialist provision is necessary, this should be within, or close to, their own community. However, Nottinghamshire currently has a shortage of special school places and is having to place children and young people outside of their locality and/or in independent sector provision.

In January 2021, all 1,117 Nottinghamshire special school places had been allocated. The Council currently has 107 pupils with new EHCPs who require specialist provision. In addition,

there are 77 pupils in mainstream schools who have recently had an EHCP Annual Review that identifies a need for a transfer to specialist provision.

The Council projects that there will be a need for a minimum of 95 more specialist places per year over the next 5 years. At this time the Council is seeking to develop the capacity for additional specialist educational provision in localities where there is a pressing need, particularly for young people with autism or social emotional and mental health needs.

Education, Learning and Skills is seeking approval to undertake feasibility works in relation to projects to provide the required spaces. A number of feasibilities will be required at sites where opportunities for the provision of special school places are identified. Work is ongoing to identify suitable sites. So far, two sites have been identified: firstly, the development of a satellite school at King Edward Primary School, Mansfield; and secondly, an extension of the existing provision at Bracken Hill Special School, Kirkby-in-Ashfield.

Funding for the feasibilities will be met from the Basic Need budget.

15th March 2021

Agenda Item: 9

**REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****MANNERS SUTTON PRIMARY SCHOOL, AVERHAM, NEWARK – OUTCOME
OF THE CONSULTATION ON THE PROPOSAL FOR CLOSURE****Purpose of the Report**

1. To inform Committee of the responses received to the stage two consultation seeking views on the proposal to close Manners Sutton Primary School and seek approval of the closure of the School from 31st August 2021.

Information

2. Manners Sutton Primary School is a small school with a published admission number of eight serving the village of Averham in the Newark District. The school is maintained by Nottinghamshire County Council (the Council). The last Ofsted inspection of the school (January 2018) rated the school as 'good'.
3. In recent years there have been significant concerns about declining pupil numbers at Manners Sutton Primary School. Over the recent past, this small rural school has experienced a decline in pupil numbers. At the time of the most recent Ofsted inspection in January 2018, 34 pupils were on the school's roll. By the time of the last statutory school census, undertaken by the school in January 2020, there were 23 pupils on roll.
4. In September 2020 the Council was informed by the Headteacher of Manners Sutton Primary School that the school had opened for the 2020/21 academic year with zero pupils on roll. The school has not admitted any pupils since.
5. Throughout this consultative process, the Council has followed the guidance and process set out by the DfE in their publication, *Opening and closing maintained schools, statutory guidance for proposers and decision makers*, November 2019.
6. On 30th November 2020, the Children and Young People's Committee approved the undertaking of a formal consultation to seek views on a proposal to close Manners Sutton Primary School.
7. The consultation period opened on 4th January 2021 and closed on 31st January 2021.

8. During the consultation period 18 responses were received. 16 of the responses were received from residents of Averham, one was received from the Averham, Kelham and Staythorpe Parish Council and one from Newark and Sherwood District Council.
9. Of the responses, four agreed with the proposal to close Manners Sutton Primary School, seven disagreed with the proposal and seven offered comments but neither agreed or disagreed.
10. Of the seven responses that disagreed with the proposal, six described the loss of the school site as a community facility as a key rationale. The future use the school site is a connected but separate issue from the proposed discontinuation of Manners Sutton Primary School.

Community use of the Manners Sutton Primary School site

11. Residents of Averham currently have access to the school playground for recreational activities and the community have, in the past, used an extended section of the building for community meetings.
12. The room that has been used for community meetings was built in 2001 and jointly funded by the Council, Npower (Staythorpe Power Station) and the DfE. The Council's officers have sought usage data for the facilities from employees of Manners Sutton Primary School. The school playground is regularly used by residents for recreational activities, however there is no record of the community utilising the school building within the last 12 years.

Other Options Considered

13. Throughout the consultative process the Council has considered other options including:
 - Continue with no change
 - Academisation
 - Federation
 - Amalgamation.
14. The stage one consultation, which was open from 5th October 2020 until 15th November 2020, asked interested parties to state their preference on which of the options should be adopted for the future of Manners Sutton Primary School and to give supporting comments. Four responses were received, three recommended closure.
15. With no, or very few, pupils on roll, the Council's officers feel that Manners Sutton Primary School would encounter significant financial and operational difficulties. The continuation of the school with no change is therefore deemed not to be viable.
16. Academisation, federation and amalgamation would require another school or a multi academy trust to work with Manners Sutton Primary School, none of which have been forthcoming.

Reason/s for Recommendation/s

17. Following analysis of the responses received to the stage two consultation and due to serious concerns of officers regarding the viability of Manners Sutton Primary School in the future, it is recommended that the Council closes Manners Sutton Primary School from 31st August 2021.

Statutory and Policy Implications

18. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

19. If the decision is made to close Manners Sutton Primary School, the building will become vacant. The cost of securing and maintaining the school site will be paid for by the Council's Property Department until a decision on its future use is taken. When proposals for an alternative use or disposal of the site have been determined these, along with any financial implications, will be reported to Policy Committee.

Human Resources Implications

20. The following posts will potentially be impacted by the proposed closure:
- 1 Assistant Head Teacher
 - 1 Administrator
 - 2 Teaching Assistants
 - 1 Mid-day Supervisor.
21. Work is being undertaken with the Governing Body to address the various contractual issues which will arise if the school closes using the existing agreed policies and procedures around redundancy and redeployment with appropriate consultation and involving the recognised trade unions.

Implications for Service Users

22. There are currently no pupils on roll at Manners Sutton Primary School.

RECOMMENDATION/S

- 1) That Committee approves the closure of Manners Sutton Primary School from 31st August 2021.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (KK 16/02/21)

23. The proposal in this report is within the remit of the Children and Young People's Committee.

Financial Comments (SAS 01/03/21)

24. If the decision is made to close Manners Sutton Primary School, the building will become vacant. The cost of securing and maintaining the school site will be paid for by the Council's Property Department until a decision on its future use is taken. When proposals for an alternative use or disposal of the site have been determined these, along with any financial implications, will be reported to Policy Committee.

HR Comments (AW 17/02/21)

25. The staffing implications are contained within the body of the report. If a decision is taken to close the school, appropriate consultation will continue with the recognised trade unions and every effort will be made to redeploy staff into suitable alternative posts in line with the agreed human resources procedures.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

[Manners Sutton Primary School, Averham, Newark – proposed consultation regarding closure – report to Children and Young People's Committee on 21st September 2020](#)

Department for Education (DfE) Guidance 'Opening and closing maintained schools; Statutory guidance for proposers and decision-makers', November 2019

Electoral Division(s) and Member(s) Affected

Farndon and Trent Division

Councillor Sue Saddington

C1451

15th March 2021

Agenda Item: 10

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

OUTCOME OF THE CONSULTATION ON OPENING OF A SPECIALIST SATELLITE SCHOOL PROVISION ON KING EDWARD PRIMARY SCHOOL SITE

Purpose of the Report

1. This report seeks the Committee's approval to open a Specialist Satellite School at the King Edward Primary and Nursery School site in Mansfield, to be managed by Carlton Digby Special School.

Information

2. Members of the Children and Young People's Committee on 18th January 2021 approved a statutory consultation on the proposed opening of a Specialist Satellite School provision at the King Edward Primary and Nursery School site in Mansfield, to be managed by Carlton Digby Special School. Members also approved the undertaking of a feasibility study to identify any adaptations that could be required to the existing buildings.
3. The consultation process followed is in accordance with the Department for Education's statutory guidance on making significant changes to maintained schools which requires Members to consider the results of the consultation on the statutory proposal. **Appendix 1** provides an outline of the consultation process.
4. There is considerable pressure in Nottinghamshire to find special school places. In January 2021 there were 184 children and young people who required the allocation of a special school place with further requests for Education and Health Care Plans in process. A high percentage of these children and young people have needs in the area of autism or of social, emotional and mental health. In situations where specialist provision is required, and no special school places are available, Nottinghamshire County Council must seek placements in independent non-maintained provision or alternative educational provision.
5. Carlton Digby is an Outstanding Special School (Ofsted 2020) based in Gedling. It is operated by Nottinghamshire County Council and has provision for the full range of Special Educational Needs as identified by the Department for Education (DfE). There are currently 90 pupils on roll at the school. The school has the capacity to provide outstanding leadership but does not have the opportunity to expand on their existing site.

6. King Edward Primary and Nursery School in Mansfield is a mainstream school. There are a number of buildings not currently used by the school as classrooms and it will be possible to use some of these existing buildings to provide additional capacity and places for Carlton Digby Special School. It is proposed that the Satellite School will have a maximum of three classes which is an additional 24 specialist places for primary aged pupils.
7. Exploratory discussions have taken place with key stakeholders related to King Edward Primary and Nursery School and Carlton Digby Special School, this includes the senior leadership of the schools. The nature of these discussions has been to determine the extent of the site modifications necessary and financial/staffing implications and the changes to the admission arrangements that would occur if the proposals were to be approved.
8. It is intended that the Satellite School will be the permanent base for the children who attend and they will not be moving between the main Carlton Digby site and the Satellite School. Children who attend the Satellite School will use the play and outside facilities available at King Edward Primary and Nursery School. It is proposed that some of the field space will be allocated to the Satellite School.
9. As children who accept their first offer of a special school place are entitled to transport it is envisaged that the majority of the children will access the school via this route using the current school car park.
10. This would be Nottinghamshire's first Satellite Special School and will allow greater partnership working between the mainstream and special school involved. Facilitating opportunities for children with special needs to access specialist provision locally is a priority identified within the Nottinghamshire Special Educational Needs and Disability Policy 2020.
11. The recommendation therefore is that Committee gives approval to the proposed development of Carlton Digby Satellite School at the King Edward Primary and Nursery School site in Mansfield and gives approval to undertake any adaptations that could be required to the existing buildings.

Consultation Process and Outcomes

12. The consultation on the proposed opening of a Specialist Satellite School Provision on King Edward Primary School Site ran between 19th January and 23rd February 2021.
13. A Public Notice setting out the Statutory Proposal and the details of how to respond was published in the Nottingham Evening Post on 21st January 2021. Other local authorities, district councils, MPs, unions and Governor Services were notified of the proposal and consultation.
14. All parents and carers of children and young people attending Carlton Digby Special School and King Edward Primary and Nursery School, school staff and governors were sent a copy of the Statutory Proposal and details of how to respond to the consultation.
15. A public meeting was held virtually via Microsoft Teams on Tuesday 2nd February at Carlton Digby and Thursday 4th February at King Edward Primary. The meeting at Carlton Digby had no attendees, whilst the meeting at King Edward Primary was attended by nine people comprised of school staff and governors.

16. A further meeting was held with the Council's Transport department to discuss the implications and a site visit was held which identified that school buses would be able to access the car park safely although there would be some loss of car parking spaces.
17. A summary of the feedback from the consultation can be found in **Appendix 2**. A total of 56 responses were received to the consultation, and in addition further comments and questions were raised at the public meeting.
18. The feedback from respondents included the following key areas:
 - positive nature of specialist and mainstream staff working together on one site and potential to develop expertise
 - positive nature of inclusive nature of pupils with and without special needs sharing a school site
 - implications of traffic on congested roads
 - agreement that more specialist places were needed in the Mansfield area
 - concerns regarding impact of pupils with special needs impacting negatively on needs of pupils already attending King Edward Primary and Nursery
 - concern about the lack of specialist facilities for pupils with Special Educational Needs at the proposed site.

Other Options Considered

19. Consideration was given to using an alternative building on a specialist college site. This building would have required extensive alterations to make it suitable for primary school children with special needs.
20. There is a need for new special school provision in Nottinghamshire but the DfE has confirmed that there will be no new High Needs free school development opportunities in 2021-2022. The government has stated that they remain committed to the programme and funding for further free schools will be considered at the next Spending Review but this is not an option that can therefore be pursued at this time.

Reason for Recommendation

21. This proposal is a consequence of the increasing pressure to find suitable special school places in the Mansfield locality as existing special schools are full. King Edward Primary and Nursery School currently has a significant surplus of school places available and spare building capacity. This would be an effective use of unused classrooms in an area where demand for school places is lower than previously anticipated.

Statutory and Policy Implications

22. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below.

Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

23. The building being proposed will require some adaptation. Approval was given for a feasibility study to identify precise details and costs. The full details of the capital cost are not yet known, although anticipated to be less than £300,000, and will be confirmed to Committee through a Latest Estimated Cost Report. The cost will be funded from the School Places programme which is already approved within the capital programme (£11.0m for 2021/22).
24. The revenue funding for a special school is provided from the High Needs Block of the Dedicated Schools Grant. A special school's budget is calculated using a formula which incorporates the number of specialist places at the setting and the level of need of the children in attendance. The estimated funding for 2021-22 is £307,000 (September 2021 – March 2022) and has been built into the Special Schools budget of £28.3m for that year. The estimated funding for 24 places in a full year is £594,000 and that would also be met from the High Needs Block.
25. There will be a need for additional staffing comprising of an Assistant Head Teacher, 3 Teachers, 6 Teaching Assistants, midday supervisors and administrative support which would be funded from the special school's allocated budget above.
26. There will be costs associated with transport which will be charged to the Special Educational Needs transport budget (£11.305m). If this results in pressure on that budget this will need to be considered as part of the annual financial monitoring and budget pressures processes.

Human Resources Implications

27. All the staff at the Satellite School will be employed by Carlton Digby Special School.

Implications for Service Users

28. This will increase the availability of special school places to enable children and young people to attend a specialist school in their own locality in accordance with the Council's Special Educational Needs and Disability Policy (2020).

RECOMMENDATION

- 1) That Committee approves the opening of a Specialist Satellite School Provision on King Edward Primary and Nursery School site in Mansfield, to be managed by Carlton Digby Special School.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (CEH 26/02/21)

29. The recommendation falls within the remit of Children and Young People's Committee under its terms of reference.

Financial Comments (SAS 02/03/21)

30. The building being proposed will require some adaptation. Approval was given for a feasibility study to identify precise details and costs. The full details of the capital cost are not yet known, although anticipated to be less than £300,000, and will be confirmed to Committee through a Latest Estimated Cost Report. The cost will be funded from the School Places programme which is already approved within the capital programme (£11.0m for 2021/22).
31. The revenue funding for a special school is provided from the High Needs Block of the Dedicated Schools Grant. A special school's budget is calculated using a formula which incorporates the number of specialist places at the setting and the level of need of the children in attendance. The estimated funding for 2021-22 is £307,000 (September 2021 – March 2022) and has been built into the Special Schools budget of £28.3m for that year. The estimated funding for 24 places in a full year is £594,000 and that would also be met from the High Needs Block.
32. There will be a need for additional staffing comprising of an Assistant Head Teacher, 3 Teachers, 6 Teaching Assistants, midday supervisors and administrative support which would be funded from the special school's allocated budget above.
33. There will be costs associated with transport which will be charged to the Special Educational Needs transport budget (£11.305m). If this results in pressure on that budget this will need to be considered as part of the annual financial monitoring and budget pressures processes.

HR Comments (BC 25/02/21)

34. The staffing implication are contained within the body of the report. The head teacher and governing body of Carlton Digby Special School will be responsible for designing an appropriate staffing structure and recruitment to all newly created posts will be undertaken in line with Carlton Digby Special School's Recruitment and Selection procedures.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Nottinghamshire County Council Special Educational Needs and Disability Policy (2020)

[Consultation on the opening of a Specialist Satellite School provision on King Edward Primary School site – report to Children and Young People’s Committee on 18th January 2021](#)

Electoral Division(s) and Member(s) Affected

Arnold South
Mansfield South

Cllr John Clarke & Cllr Muriel Weisz
Cllr Stephen Garner & Cllr Andy Sissons

C1455

Proposed timescale for the statutory consultation on the opening of a Specialist Satellite School Provision on King Edward Primary & Nursery School Site

Stage 1	Stage 2	Stage 3	Stage 4
Publication (Statutory proposal)	Formal consultation (four weeks minimum)	Decision	Implementation
18 January 2021	19 January to 23 February 2021	15 March 2021	1 September 2021
Children and Young People's Committee	Public meeting(s) / online questionnaire	Children and Young People's Committee	Communication of the decision of Members

Prior to Stage 1 initial meetings with key stakeholders i.e. the school, the Governing Body and affected staff, school population will take place before the publication of the Children and Young People's Committee's report on 15 March 2021

[Department for Education - Statutory guidance for proposers and decision-makers \(October 2018\) - Making significant changes \('prescribed alterations'\) to maintained schools](#)

Statutory proposal to consult on the opening of a Specialist Satellite School Provision on King Edward Primary School Site In respect of a Local Authority proposal: School and Local Authority

<https://consult.nottinghamshire.gov.uk/schools/kingedwardprimarysatelliteschoolproposal>

This report was created on Tuesday 23 February 2021

Responses to this survey: **56**

1: To what extent do you agree that Nottinghamshire County Council should seek to create additional specialist school places to meet the current demand?

There were 56 responses to this part of the question.

Option	Total	Percent
Strongly agree	35	62.50%
Agree	13	23.21%
Neither agree nor disagree	3	5.36%
Disagree	0	0.00%
Strongly disagree	2	3.57%
Don't know	3	5.36%
Not Answered	0	0.00%

2: To what extent do you agree it is important for pupils with SEND needs to have an opportunity to access specialist education as close to home as possible?

There were 56 responses to this part of the question.

Option	Total	Percent
Strongly agree	33	58.93%
Agree	18	32.14%
Neither agree nor disagree	3	5.36%
Disagree	0	0.00%
Strongly disagree	1	1.79%
Don't know	1	1.79%
Not Answered	0	0.00%

3: To what extent do you agree that the existing pupils at King Edward Primary and Nursery School could benefit from closer partnership working between mainstream and special school staff?

There were 56 responses to this part of the question.

Option	Total	Percent
Strongly agree	25	44.64%
Agree	16	28.57%
Neither agree nor disagree	8	14.29%
Disagree	0	0.00%
Strongly disagree	6	10.71%
Don't know	1	1.79%
Not Answered	0	0.00%

4: To what extent do you agree that there will be positive benefits for the pupils on roll at the satellite school because they will be based on a mainstream school site

There were 56 responses to this part of the question.

Option	Total	Percent
Strongly agree	21	37.50%
Agree	18	32.14%
Neither agree nor disagree	8	14.29%
Disagree	2	3.57%
Strongly disagree	6	10.71%
Don't know	1	1.79%
Not Answered	0	0.00%

5: Overall, to what extent do you agree with the proposal to set up a Carlton Digby satellite special school on the site of King Edward Primary and Nursery School using some of their surplus classroom space?

There were 56 responses to this part of the question.

Option	Total	Percent
Strongly agree	28	50.00%
Agree	13	23.21%
Neither agree nor disagree	3	5.36%
Disagree	3	5.36%
Strongly disagree	9	16.07%

Don't know	0	0.00%
Not Answered	0	0.00%

6: Please provide any other comments that you would like to be considered in relation to this proposal.

There were 27 responses to this part of the question, which included several key themes. These are summarized below including some quotes from the responses.

The Satellite Provision would provide much needed specialist places in Mansfield (7 responses)

“We have experienced first hand how difficult it is to secure a special school place for children who really need it in the locality because of a lack of places. Anything that alleviates the current situation would be positive.”

The Satellite Provision would be an opportunity for pupils with SEND attending King Edward Primary & Nursery School (1 response)

“This could also be an opportunity for children in the school to have their needs looked at where they are yet to be diagnosed and the children also get to integrate with all children.”

The Satellite Provision would enable a greater degree of understanding about Special educational needs for pupils who attend mainstream school (6 responses)

“It's a brilliant idea, and will give mainstream school children more of an understanding and respect of children and people with disabilities”

The Satellite Provision would provide opportunities for partnership working between staff in mainstream and specialist provisions (2 responses)

“I think this would be a good use of facilities that are not being used at present. It will be of great benefit to be able to offer this provision to children with additional needs and feel that working in partnership is always a positive way forward for all who are involved.”

There was concern that the satellite provision would not have the specialist resources available at a Special School (2 responses)

Three classrooms at Kind Edwards have not been purpose built and will not offer the same specialist equipment to pupils identified as meeting the criteria to attend Carlton Digby.

There was concern about the possible negative impact and disruption the Satellite Provision would cause for existing pupils at King Edward and Primary. (3 responses)

“They will be lots of disruption for the pupil in school already and I don't think it will be fair as they are there to learn and not to be there to be detracted.”

King Edward Primary should receive more funding to enable smaller class sizes to support the need in school (1 response)

“More funding should be made available for King Edward school to be able to utilise any spare classrooms to reduce class sizes and increase achievement.”

Concerns were expressed about the impact of additional transport and parking in the area (6 responses)

“My main concern is parking as it's already a problem when bringing the kids to and from school and fear this will be worse.”

There was a question as to why Carlton Digby had been chosen as the lead specialist school and not a Mansfield Special School? (1 response)

If the plan is to use King Edward Primary School, it makes sense to use a special school headteacher in the Mansfield area (there are 3 to choose from). This would be more economical (travel expenses etc,) and the management of a unit is best done locally. Why does Carlton Digby school have to be used if there are no local mainstream schools with capacity?

Feedback from the public meeting held on 4 February 2021

The meeting was attended by nine people. comprised of school staff and governors.

There were several points raised by attendees at the public meeting. These covered the following key areas:

- The positives of developing partnerships between mainstream and special school staff.
- The opportunities for pupils from both settings to benefit from sharing facilities.
- The recognition that more specialist places were needed in Mansfield.
- Concern that there would be suitable facilities for pupils with SEND on the Satellite Site.
- Concerns about the impact on traffic and parking.

15th March 2021

Agenda Item: 11

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

TACKLING EMERGING THREATS TO CHILDREN TEAM

Purpose of the Report

1. The report provides an update to Committee regarding the Tackling Emerging Threats to Children Team (TETC) and asks the Committee to consider whether there are any further actions it requires in relation to the information contained in the report. The last report to Committee was provided on 15th July 2019.

Information

2. The Tackling Emerging Threats to Children (TETC) team was established in January 2017 and comprises:
 - Team Manager (TETC)
 - Safeguarding Children in Education Officer (SCIEO)
 - Anti-bullying, Online-safety & Behaviour Co-ordinator
 - Child Sexual Exploitation Co-ordinator
 - Three School Health Hub Co-ordinators (SHHCs).
3. The TETC team sits within the wider Psychology Services group, itself comprising the TETC team, the Virtual School team, the Educational Psychology Service, the Coping with Risky Behaviours (CRB) service, and the Education Improvement Adviser (SEND). The TETC Team Manager reports directly to the Group Manager, Psychology Services, who in turn reports directly to the Service Director, Education, Learning & Skills (ELS).
4. Acting as a central point of contact for schools and other professionals working across children's services, the TETC team provides support, advice and training in respect of the health, wellbeing and safeguarding agendas. This team does not hold child-level caseloads as any high risk children would be supported by other case holding services. The team's current remit includes:
 - radicalisation and extremism
 - equality, hate crime and prejudice
 - female genital mutilation (FGM)

- forced marriage and honour based abuse
 - child sexual exploitation (CSE)
 - harmful sexual behaviour
 - child criminal exploitation (CCE) including “County Lines”
 - online safety and behaviour
 - anti-bullying and peer on peer abuse
 - youth violence (including knife crime)
 - substance misuse
 - risk taking behaviour (including thrill-seeking and anti-social activity)
 - obesity and body image
 - mental health
 - relationships, sex and health education (RSHE).
5. Although team members have specialist knowledge, the aim of the team is to develop capacity and resilience across the children’s workforce, building confidence and the necessary skills and understanding to deal with often complex and highly sensitive issues. Using a strengths-based approach, the team supports others to develop practices which enable practitioners to recognise risk and harm at the earliest opportunity. The team’s practice is based on relationship-based and contextual safeguarding frameworks and the principles of partnership working, collaboration and co-production.
6. The TETC team works closely with a range of partners including the police, healthy families team, primary mental health team (CAMHS), fire service, district council community safety teams, voluntary and charity sector (including The Children’s Society and NSPCC), youth service, youth justice, family service and social care, as well as across teams in the Education, Learning and Skills Division.
7. Despite the impact of Covid 19 and the periods of lockdown, the team has adapted well and continued to deliver more than 85% of its service offer to schools as outlined in **Appendix A** to this report. The team’s online presence has grown significantly with updated and new pages being added to the TETC and safeguarding pages on the Schools Portal, and content shared via the team’s monthly digital newsletter.
8. The process of delivering training invites participants to raise questions and provide comments through the use of the chat function online. Since the TETC team has been delivering training online and using this function, only positive evaluative comments have been received, e.g. “very interesting, knowledgeable and thought-provoking...”, “real-life case-studies and examples linked to what’s relevant in a secondary school...”, “training like this is needed for schools as it enables us to stay up-to-date and current....much appreciated.”
9. Measuring the impact of the work of the TETC team is problematic for two reasons: firstly, with a stated aim to reduce risks for children, it is difficult to measure what has not happened. Secondly, the TETC team’s work is necessarily collaborative, so any reduction in, for example knife crime, would be attributable to more than the TETC team alone. It is also true that in the area of safeguarding figures showing a growing number of children found to be at risk could be an indication of improvement as much as an indication of regression.

10. The TETC team has a presence in Nottinghamshire's schools which enables it to actively promote other services, including those commissioned by Public Health, e.g. the Health for Teens and Health for Kids websites, KOOTH, ABL and Active Notts. As a trusted partner, schools know that services and resources recommended by the TETC team are of good quality and evidence-based. At a time when it is easy to access resources online, this 'quality assurance' function of the TETC team is important for schools, and thereby for the wellbeing of children.
11. The Safeguarding Children in Education Officer (SCIEO) provides support and challenge to schools around safeguarding policy and procedures, and where appropriate carries out external safeguarding reviews. Since the last report the SCIEO has:
 - carried out three external safeguarding reviews (none of these schools are now deemed as of concern regarding their safeguarding practices)
 - provided general safeguarding training to 533 school staff and educational professionals
 - enabled 242 Designated Safeguarding Leads to access regular network meetings (in future DSL network events will be run online meaning that greater numbers will be able to take part and benefit) and
 - provided guidance around general safeguarding enquiries to more than 179 settings.
12. Safeguarding practices in school continue to be supported by the TETC team through the development of model policies, audit tools, guidance documents, as well as the dissemination of key learning from serious case reviews and reports from the Children's Commissioner and other national bodies. All schools are regularly contacted directly with safeguarding updates and information.
13. Members of the TETC team support the Council's strategic approach to the various "threat" agendas through, for example working closely with the Violence Reduction Unit, the Mental Health in Schools Trailblazer, and School Wellbeing Recovery programme, the Youth Violence and Criminal Exploitation Steering Group, the FGM cross-authority group, as well as playing a key role in developing and delivering multi-agency training for the Nottinghamshire Safeguarding Children Partnership and the Children's Workforce development team. Currently, a member of the TETC team is working with Public Health colleagues to manage support to schools as part of the Council's Covid response.
14. The focus of the work of the TETC team is informed by data and intelligence provided by partner agencies such as the police and public health, as well as being responsive to incidents or concerns raised by schools and by other children's services. The team is currently working on producing district data profiles which will enable schools and other professionals working within particular localities to have a better understanding of what it is like to live in the communities they serve and the issues facing young people in their daily lives. Using health and crime data, this will also support schools in setting their curriculum intention when prioritising what needs to be taught as part of the revised statutory Relationships & Health Education (primary) and Relationships, Sex and Health Education (secondary).

15. The extensive work undertaken to support schools in preparing for the statutory implementation of RSHE has provided schools with access to a range of age-appropriate resources. Several schools have sought support for black students and parents who have found the murder of George Floyd and subsequent events traumatising. For example, over the last two terms the TETC team has had significant involvement with a number of schools where allegations of racism have been made. The team was able to support finding resolutions, and simultaneously work with the schools to develop resources which other schools in the future will be able to benefit from.
16. The TETC team is often required to respond on behalf of the Local Authority, or to inform the response made by members and senior local authority officers where complaints are raised about schools' practices in regard to the areas listed in **paragraph 4**. This includes responding to Ofsted Qualifying Complaints. The team has responded to more than 39 OQCs/ complex complaints to governors or other bodies during this reporting period and supported the Council's response to a number of Freedom of Information requests on sensitive topics. The team has also worked closely with the Corporate Communications team to support the promotion of positive news stories which enhance the reputation of the Council, including a social media campaign in support of key workers and their children.

Other Options Considered

17. No other options considered

Reason/s for Recommendation/s

18. Members requested an update on progress in respect of the TETC team's work. The purpose of the report is to ask Committee to consider whether there are any actions it requires in relation to the issues contained within the report. Committee may also wish to consider how it would like to monitor the issues contained within this report.

Statutory and Policy Implications

19. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Crime and Disorder Implications

20. The work of the team supports a multi-agency approach to some key crime and disorder agendas, including but not exclusive to: knife crime and youth violence, anti-social behaviour, child sexual exploitation; child criminal exploitation; radicalisation & extremism; hate crime; FGM; forced marriage and honour based abuse; and drugs. The TETC team works to raise awareness of a range of issues which can make young people vulnerable including being drawn into criminal activity or becoming victims of crime. By providing advice, training and support to schools and other professionals across the children's workforce and by engaging young people in co-production of resources and training

materials, the TETC team aims to reduce the risk levels of young people being drawn into criminal activity.

Data Protection and Information Governance

21. The team is not a case holding service and consultations are conducted anonymously. As such no personal data is held about specific individuals. Any resources or training content developed through the team's co-production work is also anonymised so no individual can be identified.

Financial Implications

22. The total cost of the TETC team is £365,330. The cost of the three School Health Hub Co-ordinator posts and the CSE Co-ordinator post is £192,561 and will be funded by Public Health until 31st March 2022. The cost of the remaining posts is £172,769 and will be contained within the Education, Learning & Skills staffing budget.
23. The work of the TETC team is best thought of as providing a universal service for the benefit of all Nottinghamshire children and young people regardless of where they are being educated. In this sense the TETC team fulfils a key role of the Local Authority to champion the safety, health and wellbeing of all Nottinghamshire's children. In providing this service it is important that charging for the service does not get in the way of schools, professionals and other organisations from seeking the advice guidance and access to the resources which the TETC makes universally available. The exceptions to this are where the TETC team is asked to carry out work, e.g. training or external safeguarding reviews, which a school might reasonably commission and pay for from another source, or do for themselves. In these circumstances the TETC team charge a daily rate roughly comparable to what is charged by other teams in Psychology Services. Over the reporting period July 2019 to December 2020 the income generated for this work totalled £15,699. The source of this income was £2,175 from Academies and £13,525 from maintained schools.

Human Rights Implications

24. The team seeks to support those working with children to uphold their rights by keeping them safe from exploitation and other forms of abuse and harm.

Implications in relation to the NHS Constitution

25. The team works to promote the physical and mental health of children and young people, with a focus on prevention and early intervention.

Public Sector Equality Duty implications

26. Many aspects of the TETC team's focused work requires a conscious consideration of all the protected characteristics. The team is proactively co-ordinating working groups to develop anti-racist practice and trans inclusivity, as well as planned activity in respect of boys' emotional health and wellbeing and positive masculinity. Part of the team's remit is to address gender based violence, as well as challenge stereotypes which may result in young people not being identified as at risk of harm (for example boys at risk of Child Sexual Exploitation). Schools are supported to understand and fulfil their legal duties in relation to the general duty of the Public Sector Equality Duty, including advancing equality, fostering

positive relations between people with different characteristics, and tackling discrimination, harassment and victimisation. This is done through training and the provision of quality assured resources and intervention programmes.

Smarter Working Implications

27. The TETC team has made full use of the available technology to ensure effective service delivery during the current pandemic and will continue to work smartly moving forward.

Safeguarding of Children and Adults at Risk Implications

28. The TETC team's work is entirely focused on safeguarding vulnerable children and young people and some aspects of the work also relate to the safeguarding of vulnerable adults (for example, women who have undergone FGM; those who are subject to exploitation by criminal gangs).

Implications for Service Users

29. Although the TETC team does not work directly with individual young people and families, a core principle of the team's work is to ensure their voices inform policy and practice. Co-production work ensures the lived experiences of vulnerable children and parents/carers guides all aspects of both the team's work and that of our partners.

Implications for Sustainability and the Environment

30. The team makes best use of digital platforms and technology and is able to deliver much of the service offer remotely thus limiting its impact on the environment.

RECOMMENDATION/S

That the Committee:

- 1) considers whether there are any actions it requires in relation to the issues contained within the report
- 2) considers how it wishes to monitor the issues contained within this report.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (AK 25/01/21)

31. This report falls within the remit of Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (SAS 27/01/21)

32. The total cost of the TETC team is £365,330. The cost of the three School Health Hub Co-ordinator posts and the CSE Co-ordinator post is £192,561 and will be funded by Public Health until 31st March 2023. The cost of the remaining posts is £172,769 and will be contained within the Education, Learning & Skills staffing budget of £8.028m.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

[Tackling Emerging Threats to Children Team – report to Children and Young People's Committee on 15th July 2019](#)

Electoral Division(s) and Member(s) Affected

All

C1440

Appendix A

Table detailing training and consultative work across the range of areas relevant to the TETC team July 2019 to December 2020

<i>Threat/Concern</i>	<i>Number of delegates trained</i>	<i>Number of consultations provided</i>	<i>Additional information</i>
Radicalisation & Extremism	261	23	In addition some schools consult directly with the Police Prevent Team
Equality, Hate Crime & Prejudice	264	167	Working groups for anti-racism and gender diversity were established in response to the number of complaints/ requests for support from schools
FGM	114	3	A lack of staff knowledge has been highlighted during a number of Ofsted inspections. School staff are also encouraged to access Home Office online training.
Forced Marriage & Honour Based Abuse	29	2	Additional face to face training is usually provided by the charity <i>Equation</i> , commissioned by Public Health.
Child Sexual Exploitation	256	47	The TETC team contributes to NSCP multi-agency training
Harmful Sexual Behaviours	n/a	20	Training is delivered by another service
Child Criminal Exploitation	113	36	The TETC team contributes to newly developed NSCP multi-agency training
Online Safety & Behaviour	177	16	The TETC team contributes to NSCP multi-agency training
Anti-bullying & Peer on Peer Abuse	158	81	
Youth Violence & Knife Crime	25	20	
Substance Misuse	n/a	5	Training & support is provided by the commissioned service <i>Change, Grow, Live</i> (CGL)
Risk Taking Behaviour	n/a	4	Training and support is provided by partner agencies such as fire service, road safety team, <i>Re-solve</i> etc.
Obesity & Body Image	n/a	3	Training & support is provided by commissioned services such as ABL, Active Notts, Primary Mental Health Team (PMHT)

Mental Health	739	29	Focus is on preventative work rather than targeted which is delivered by other teams such as PMHT, SEMH team, EPS
Relationships, Sex & Health Education (RSHE) Curriculum	705	49	RSHE resources are promoted during most consultation/training sessions delivered by the TETC team and through the TETC newsletter

The figures provided are indicative of the main area of threat or concern which was reported at the time when consultation or training was first requested. However, the nature of threats and concerns are such that there are usually multiple and overlapping concerns, and the TETC team could engage with all presenting concerns simultaneously. Also, the TETC team rarely works in isolation, and much of the work listed above would have taken place collaboratively.

15th March 2021

Agenda Item: 12

**REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS**

**FINANCIAL SUPPORT FOR STUDENTS IN POST-16 EDUCATION AND
EXCEPTIONAL PAYMENTS FOR SCHOOL CLOTHING AND FOOTWEAR
2021/2022**

Purpose of the Report

1. This report seeks approval to continue with the current arrangements for the 2021/22 financial year in respect of discretionary financial support for post-16 students following courses in educational institutions.
2. The report also seeks approval to continue to adopt an agreed scale of payments as a guide for school clothing and footwear allowances paid under the category of exceptional circumstances, subject to discretion.

Information

Financial support for students in post-16 education

3. Legislation introduced in March 1999 identified three categories of post-16 students:
 - (i) school-based students
 - (ii) students following courses of further education in colleges funded primarily by the Further Education Funding Council (FEFC), now the Education Skills Funding Agency (ESFA) as of 1 April 2017
 - (iii) students following non-designated courses (not attracting support under the national system of student financial support) in higher education.
4. The legislation requires that local authorities should determine annually their arrangements in respect of their discretionary powers to assist students, who fall within the scope of these three categories.

5. The County Council's Formula Spending Share was reduced following the introduction of the legislation in March 1999, with the element identified to support students in further and higher education institutions (categories 2ii and 2iii above) transferred via the then Learning and Skills Council to further and higher education institutions, which now have responsibility for providing discretionary learner support to their students.
6. Local authorities continued to have a responsibility for providing exceptional financial support to post-16 students in schools, via Learner Support Funds allocated through the then Young People's Learning Agency (YPLA). However this responsibility ceased with the withdrawal of Learner Support Funds with effect from the end of the 2010/11 academic year (see **paragraph 11**). The County Council continues to have responsibility for home to school/college transport for post-16 students.
7. Local authorities retain the power to make discretionary awards to post-16 students in schools and to students in further and higher education, but the relevant regulations allow them to adopt a scheme under which no financial support would be offered to these students. Local authorities are not held to be fettering their discretionary powers as long as they make such an annual 'determination' before 31 March of the year preceding the financial year to which the determination applies.
8. Committee must therefore determine, before 31 March 2021 in respect of the financial year 2021/22, how to exercise the power granted by the regulations to make post-compulsory education awards. There are three options:
 - (a) to make no such awards in any circumstances and not make any provision for considering applications; or
 - (b) to make such awards generally and consider applications from all students; or
 - (c) to make such awards only in respect of certain groups or categories of students.
9. The transfer of the functions of the County Council's Student Finance Service to the national provider Student Finance England with effect from 31 March 2011 meant that there was no longer an obligation upon the County Council to consider requests for funding from higher education students following non-designated courses, or in other specific circumstances, such as transfers of course or repeat periods of study.
10. Colleges of further education and universities receive funding to provide financial support for students on full-time courses. It is proposed that the County Council should continue with the existing arrangements, that is not to make any awards in any circumstances to further education (FE) and higher education (HE) students. This includes not making any provision for considering applications, other than for children and young people for whom the Council acts as corporate parent as described in **paragraph 12** below.
11. The national scheme of Education Maintenance Allowances closed to all students studying in England at the end of the 2011/12 academic year. The annual allocation of Learner Support Funds allocated to the County Council by the YPLA to assist students in post-16 education in schools was withdrawn with effect from the end of the 2010/11 academic year. These funds have been replaced by the 16-19 Bursary Fund, administered by schools,

colleges and training providers. There are also other sources of funding for post-16 students, such as the 16-18 Residential Bursary.

12. The Council reserves the right, in its role as the corporate parent for those children and young people within its care, to make an award to such children and young people where there are exceptional circumstances. Such an award will only be made when approved by the Service Director with responsibility for Children's Social Care.

Exceptional payments for school clothing and footwear 2021/22

13. School clothing allowances are discretionary and any allowance scheme must be funded by the County Council. Discretionary school clothing allowance has not been available since 2010/2011 for families living in Nottinghamshire. However, the County Council retains discretion to consider requests from families for support with clothing and footwear under exceptional circumstances. Discretionary payments of £46.50 were made during the 2020/2021 financial year (correct as at 4 January 2021).
14. The County Council must consider, under Section 510 of the Education Act 1996 and Section 2 of the Local Government Act 2002, requests for assistance from families in exceptional circumstances. This applies to all school age children and to families living outside the County if their children attend County schools.
15. Exceptional circumstances are defined as "families who have experienced and can demonstrate severe hardship which has resulted in the family being unable to afford the cost of school uniform and where this affects the ability of the children attending school". Included in this category would be families who have lost clothes in a fire, a flood, theft, have been made homeless or are fleeing domestic violence.
16. In order to ensure that there is consistency and fairness in the amounts paid out under the category of exceptional circumstances, it is proposed to continue to adopt, as a guide only, a scale of payments up to a maximum allowance of £50 per qualifying pupil.
17. It is proposed to continue to apply the same scale of payments:
 - 50% of the full allowance for primary age children
 - 75% of the full allowance to other secondary school children.
18. This is a guide only, as the County Council must consider the circumstances of individual cases in order not to fetter its discretion.

Other Options Considered

19. It is open to the County Council not to make a determination in respect of their discretionary powers to assist post-16 students under the regulations. This would mean the Council would have to consider any applications for financial assistance on their individual merits or through a specific scheme of support. In either case additional budget provision would have to be made available to underpin such arrangements but this is not regarded as a funding priority for the Council at the present time.

20. No other options have been considered in respect of school clothing and footwear allowances.

Reason/s for Recommendation/s

21. As explained in the report, if it is to limit the use of its discretionary powers to offer support to students entering school sixth form, further education college courses or non-designated courses of higher education in the 2021/22 financial year, the County Council has to make an annual 'determination' by 31 March 2021 in accordance with the Local Education Authority (Post-Compulsory Education) Awards Regulations. In recent years the County Council has made such a determination each year, reflecting the fact that it no longer has any specific budget provision available for new cases that fall under these discretionary powers.
22. In line with the County Council's financial regulations, school clothing and footwear allowances are reviewed annually and as explained in this report it is proposed to continue to provide a fair and consistent approach for determining the amount of allowances paid under the exceptional circumstances category.

Statutory and Policy Implications

23. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Implications for Service Users

24. The proposals set out in this report limit the extent to which the County Council is able to assist with the costs students incur in following post-16 education courses. The arrangements do not, however, differ from those that currently apply and which have applied since 1999.

Financial Implications

25. The budget for Children and Families Services for 2021/22 anticipates that a determination will be made in respect of discretionary powers not to assist post-16 students as recommended in this report.
26. There may be a small amount of funding claimed to support families with the cost of school clothing and footwear under exceptional circumstances. Based on the claims made in 2020/21, the cost is likely to be under £500 (see **paragraph 13**).

Public Sector Equality Duty implications

27. The provision of clothing and footwear allowances enables the County Council to continue to consider requests for provision of clothing assistance support for pupils from financially disadvantaged backgrounds in exceptional cases.

RECOMMENDATION/S

That Committee:

- 1) approves the arrangements for the 2021/2022 financial year in respect of discretionary financial support for post-16 students following courses in educational institutions as set out in **paragraphs 10 - 12** of this report.
- 2) approves the following guide scale of payments for school clothing and footwear allowances granted under the category of exceptional circumstances, subject to consideration of the individual circumstances of each application:
 - Primary age children to be eligible for 50% of the full allowance of £50 per qualifying pupil
 - Secondary age children to be eligible for 75% of the full allowance of £50 per qualifying pupil.

Marion Clay

Service Director, Education, Learning and Skills

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Constitutional Comments (LW 17/02/21)

28. Children & Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (SAS 23/02/21)

29. The budget for Children and Families Services for 2021/22 anticipates that a determination will be made in respect of discretionary powers not to assist post-16 students as recommended in this report.
30. There may be a small amount of funding claimed to support families with the cost of school clothing and footwear under exceptional circumstances. Based on the claims made in 2020/21, the cost is likely to be under £500 (see **paragraph 13**). There will be no specific

budget for this but as the cost is minimal it can be contained within the overall Education, Learning & Skills budget of £6.2m.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

The Local Authority (Post-Compulsory Education Awards) Regulations 1999.

<http://www.nottinghamshire.gov.uk/education/financial-support/financial-support>

Electoral Division(s) and Member(s) Affected

All.

C1435

15th March 2021

Agenda Item: 13

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL WORK

PRINCIPAL CHILD AND FAMILY SOCIAL WORKER ANNUAL REPORT

Purpose of the Report

1. The report outlines the key priorities for 2020 for Nottinghamshire County Council's Principal Child and Family Social Worker and the actions which have been taken to meet these objectives and goals for future work.

Information

2. The Munro Review of Child Protection (2011) recommended that each local authority designate a Principal Child and Family Social Worker to lead on developing professional practice and standards to ensure good outcomes for children and young people at an organisation and at a national level.
3. In 2018 the Department for Education in Working Together¹ determined that Principal Child and Family Social Workers have a key role in developing the practice and the practice methodology that underpins direct work with children and families and should support social workers, the local authority and partners to develop their assessment practice and decision making skills, and the practice methodology that underpins this.
4. The Local Government Association, Standards for employers of social worker's in England² states that Principal Social Workers must understand and manage the organisational responsibility across all standards.
5. The Principal Child and Family Social Worker is managed within the Children and Families Service, Service Improvement Team, is a member of the Youth, Families and Social Work Divisional Leadership Team and has line management responsibility for the county wide social work practice consultant team.

Recruitment and retention

6. Child and family social work is challenged by high turnover with the number of experienced workers significantly outstripping supply. The Department for Education estimates that the

¹ [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

² [The Standards for employers of social workers in England | Local Government Association](#)

average child and family social worker stays in the profession for seven years and will stay in a front-line child protection role for only three years.

7. Since January 2017 the Principal Child and Family Social Worker has been working with colleagues to look at how things can be done differently with supporting social workers in training, newly recruited graduate social workers and social workers who are working for the department with a view to improving the working experience for staff and promoting recruitment and retention of social workers.
8. It is hoped that by increasing the number of good quality social work student placements newly qualified social workers can be encouraged to work for the authority.
9. In the academic year 2019/20 Nottinghamshire Children's Services offered 73 (first and second) placements for students from Nottingham Trent University, The University of Nottingham, University of Derby, Sheffield Hallam University and Manchester Metropolitan University (Step-up and Grow Our Own). In the academic year 2020/21 there are going to be approximately 65 placements (reduced number from previous year as there are no Step up or Grow Our Own students having placements).
10. In 2020, 23 of the 44 Newly Qualified Social Workers recruited had their final social work placement with the department, and so far in 2021 the department has already recruited 24 Newly Qualified Social Workers who had their final social work placement with the department.
11. The Principal Child and Family Social Worker is also the lead officer with oversight of the department's engagement with training programmes which enable existing members of staff to gain their social work qualification and practice as registered social workers.
12. In January 2019, seven existing employees joined the regionally commissioned Grow Our Own fast track undergraduate training programme and in January 2020 a further seven members of staff were able to start the programme. Members of staff completing the programme continue to work in their substantive posts whilst also completing their study. The Council has paid £3,000 of the course fees with the students self-funding the remainder by accessing a £10,000 Career Development Loan from the Council. The first cohort of seven students have now all completed their studies, graduated, and have all started work as Newly Qualified Social Workers. Of the second cohort, one person had to withdraw, with the remaining six people on track to complete their studies in April 2021 and should move into Newly Qualified Social Worker positions this year. This programme has been successful, providing career progression opportunities for existing members of staff but has not been re-commissioned in 2021 by our regional partners.
13. In November 2020 the Children and Young People's Committee approved a proposal to establish a Social Work Apprenticeship programme in Children's Social Care Services.
14. Following an internal recruitment process four Children's Apprentice Social Workers were recruited and commenced their three year training programme in January 2021.

15. The Principal Child and Family Social Worker is the lead officer with oversight of the Council's engagement with the Step-up to Social Work programme³. This Department for Education sponsored 14 month, national fast track training programme is designed for people with previous education and experience of working with children and families. Candidates are based within a local authority whilst completing their study for a post graduate diploma in social work.
16. In February 2020, seven Step-up students joined the Local Authority, and are due to complete their training in March 2021, six of these students have chosen to remain working with the Authority as Newly Qualified Social Workers.
17. Nottinghamshire County Council has agreed to host up to eight Step-up to social work students in the next cohort. The recruitment process will begin in February 2021 and successful candidates will join the Local Authority and commence their training in January 2022.

National Assessment and Accreditation System (NAAS)

18. The Department for Education has an ambition that experienced childcare social workers and managers will be able to demonstrate their proficiency by sitting a national accreditation assessment which is benchmarked against post qualifying standards for child and family practitioners and practice supervisors⁴.
19. The Department for Education promotes NAAS as a vehicle for improving the quality of practice and the outcomes for vulnerable children.
20. In the Ofsted Framework, evaluation criteria and inspector guidance for the inspection of local authority children's services⁵ it is noted that the social care workforce should be sufficient, suitably qualified and accredited to deliver high-quality services to children and their families.
21. In March 2019 Nottinghamshire's Children's Social Work service joined the national phased rollout of the NAAS.
22. The Principal Child and Family Social Worker is the NAAS lead for Nottinghamshire and is co-ordinating the embedding of the post qualifying standards and preparing staff to undertake the assessment.
23. The Principal Child and Family Social Worker was the Council's first practitioner to successfully complete the accreditation, with a further 15 workers successfully completing the accreditation in 2019.
24. The ambitious plans that up to 100 Nottinghamshire County Council Child Care Social Workers would complete the voluntary accreditation assessment in 2020 were disrupted by the Covid-19 public health emergency forcing all assessment centres to close for the whole year.

³ [Apply for Step Up to Social Work - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

⁴ [Social work post-qualifying standards: knowledge and skills statements - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

⁵ [Inspecting local authority children's services - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

25. The Principal Child and Family Social Worker is continuing to work with the Department for Education's delivery partner to ensure that staff who want to do the voluntary assessment will be prepared when the assessment centres re-open in 2021.
26. The Principal Child and Family Social Worker has been recruited as an associate member of the national NAAS Standard Setting Panel.

Assessed and Supported Year of Employment (ASYE)

27. The Principal Child and Family Social Worker is the designated ASYE co-ordinator and in this role has oversight of the programme.
28. The ASYE is a Department for Education sponsored, one year employer-led induction programme which develops the skills, knowledge and confidence of newly qualified social workers (NQSWs).
29. In 2019/2020 52 NQSWs completed the ASYE programme and there are currently 55 NQSWs doing the programme.
30. As a result of the Covid-19 public health emergency the 2019/20 and 2020/21 NQSW programmes had to be adapted and re-designed so all training and mentoring sessions for the Newly Qualified Social Worker could be completed via digital platforms.
31. In March 2020, the department along with commissioned training providers had to quickly adapt, initially there were some cancelled and delayed training sessions, but as the year progressed everyone has become more adept to using digital platforms and a full and comprehensive training programme is now being provided.
32. In July 2020, Newly Qualified Social Workers, their mentors and their managers were invited to complete a national 360 analysis of the ASYE programme; in total 42 people from Nottinghamshire completed the survey and identified that every area of the programme was working well. The survey highlighted many strengths including the development needs of individual NQSWs being clearly identified, recorded, and reviewed, NQSWs receiving regular reflective supervision as stated in the Local Government Association Employer Standards and CPD and career progression opportunities following on from the ASYE are in place for social workers.

Social Work Career Progression

33. The Principal Child and Family Social Worker oversees the children's social work career progression process, which is aligned to the social workers Department for Education Post Qualifying Standards for Social Workers⁶.
34. With the support of their managers social workers who are able to demonstrate that they are working at the level of an 'experienced social worker' can attend a career progression panel and apply for progression to salary scale Band B.

⁶ [Social work post-qualifying standards: knowledge and skills statements - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/86422/social-work-post-qualifying-standards-knowledge-and-skills-statements.pdf)

35. In 2020 25 social workers attended the career progression panel and successfully demonstrated that they were working at the level of an experienced social worker. This favourably compares with the 19 social workers in 2019 and 17 in 2018 who progressed, and indicates better retention with more social workers staying longer in frontline child protection.

Social Work England

36. On 2nd December 2019 Social Work England become the new professional regulator for social workers. From 1st December 2020 all qualified social workers who wanted to continue to practice as a registered social worker had to complete a new registration and complete a professional development portfolio.
37. The Principal Child and Family Social Worker in collaboration with the Adult Care Principal Social Worker arranged engagement sessions with Social Work England to ensure that everyone had the information they needed to complete their re-registration.
38. In early December Social Work England confirmed that nationally 93% of social workers had completed their re-registration on time, and in Nottinghamshire all social worker (permanent staff and agency) had completed their re-registration.

Social Work Health Check

39. In December 2020 the Local Government Association invited all principal social workers to participate in their social work health check.⁷
40. The Principal Child and Family Social Worker and Adult Care Principal Social Worker completed the survey together and supported and encouraged all social workers in all teams and services in Nottinghamshire to complete the survey.
41. The children's health check survey was completed by 154 social workers, which is a statistically significant number, representing 37% of the completed survey in the East Midlands region and 5% of the survey completed in England.
42. The initial findings provided on 21st January 2021 give a comparison between Nottinghamshire County Council's Children's Social Workers mean scores and the regional and national averages. In every area Nottinghamshire County Council's Children's Social Workers have given higher scores than the national average and scored significantly higher than the regional average. The Health check has not identified any standards where improvement is needed and only one area which requires monitoring.
43. It was pleasing to see that on average social workers were 83% certain that they did not intend to leave the department in the next 12 months.
44. More detailed analysis of the complete results will be undertaken when they are provided and will be used by the Principal Child and Family Social Worker and Adult Care Principal Social Worker to develop a 2021/22 plan.

⁷ [New social work health check 2020 | Local Government Association](#)

Implement the Remodelling Practice Programme

45. The Principal Child and Family Social Worker and the team of practice consultants are leading on the design, implementation and embedding strengths-based practice within teams.
46. In 2019 the Council was successful in a national bid to trial the use of Schwartz Rounds⁸ in a children's social care context. Schwartz Rounds are designed to provide a structured forum where all staff in all roles come together regularly to discuss the emotional and social aspects of working in children's social care.
47. The externally evaluated trial period ran from June to December 2019. Staff attending Schwartz rounds gave positive feedback and a decision was made that the Youth, Families and Social Work division would offer Schwartz rounds to all members of staff from March 2020.
48. Due to the Covid-19 public health emergency it was not possible for groups of practitioners to meet together and all planned Schwartz Rounds had to be cancelled.
49. In the summer 2020, the Point of Care Foundation provided training for our Schwartz round facilitators to enable them to hold Team Time / Schwartz Rounds⁹, 45-minute reflective sessions, facilitated online and providing an opportunity for people taking part to share experiences of their work.
50. In 2020, six Team Time sessions were held across the department, and staff attending valued the opportunity to share their own experiences and to listen to their colleagues' experiences of working during the Covid-19 public health emergency. Due to popular demand a further series of Team Time events have been scheduled from March to June 2021.
51. In 2020, the Council was successful in a national bid to join the What Works for Children's Social Care, Happier, Healthier Professionals research programme, testing the effectiveness of behavioural interventions designed to promote the wellbeing of social workers. In 2021, social workers will be sent an edited video containing messages from Care Leavers ('beneficiaries') from the Local Authority, in which they reflect upon the importance of the role of their social worker and the impact it has had on their life.
52. In 2019/20, the Principal Child and Family Social Worker and practice consultants visited all social work teams to introduce the principles of strengths-based practice. In 2020, complementary training was commissioned and delivered for senior managers, service managers and team managers, and a strengths-based practice development half day was attended digitally by over 600 colleagues from across the service.
53. The Principal Child and Family Social Worker and a lead practice consultant developed, trialled and evaluated a process for Group Reflective Supervision, the aim of which is to support social care staff to share learning and understanding, and to promote the

⁸ [Schwartz Rounds | Point of Care Foundation](#)

⁹ [Team Time | Point of Care Foundation](#)

progression of work. In 2019/20 the model was rolled out across all teams and is now seen as 'practice as normal' in field work social work teams.

54. For 2021/22 the Principal Child and Family Social Worker will be designing a further training and development programme to ensure practice supervisors and practitioners have knowledge and access to resources and tools they need continue to embed strengths-based practice.

National Principal Social Work Network

55. In 2020, the Covid-19 public health emergency reinforced the importance of the National Principal Social Work Network. As social work practice developed and changed in response to Covid-19, resources and information were shared between Principal Child and Family Social Workers, the Chief Social Worker, Social Work England, Ofsted and the Department for Education.
56. The Principal Child and Family Social Worker has collated and disseminated Covid-19 guidance and best practice examples and has maintained an intranet site with up to date information for our staff.
57. In 2021 the Chief Social Worker for England, and representatives from the Department for Education, are continuing to have monthly meetings with members of the National Principal Social Work Network to share information regarding national social work reform and agendas for improvement.

Regional Principal Social Work Network

58. The Principal Child and Family Social Worker is the chair of the Regional Principal Social Work Network. Meetings are held every month and provide an invaluable opportunity for peers from across the region to share examples of good practice and innovation.
59. The network has a 2021 development plan and hopes to facilitate regional development sessions on themes which have relevance across the East Midlands.

Adult and Child Care Principal Social Worker joint working

60. The Principal Child and Family Social Worker and the Adult Care Principal Social Worker work together on a number of projects to strengthen relationships and promote positive social work practice in Nottinghamshire, including the Department for Health Workforce Race Quality Standards, a joint Social Work Health Check Action Plan and the education and training of social workers.

Other Options Considered

61. No other options have been considered.

Reason/s for Recommendation/s

62. The report provides an opportunity for the Committee to consider any further actions arising from the information contained within the report.

Statutory and Policy Implications

63. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

64. The costs of all the initiatives are met from a combination of grant funding (DfE, What Works Network and Step-up to Social Work training), the existing budget held by the Principal Child and Family Social Worker and the existing budget held by the Learning & Organisational Development, Workforce Planning & Development Team.
65. The Grow Our Own social workers scheme incurs no additional cost to the Council; the cost is met from a combination of placement funding from the university and the existing budget held by the Principal Child & Family Social Worker.

RECOMMENDATION/S

- 1) That Committee considers whether there are any further actions it requires in relation to the information contained in the report.

Steve Edwards
Service Director, Youth, Families and Social Work

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Constitutional Comments (LW 25/02/21)

66. Children & Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (SAS 26/02/21)

67. The costs of all the initiatives are met from a combination of grant funding from the (DfE £0.271m, What Works Network and Step-up to Social Work training), the existing budget held by the PC&FSW, £0.964m and the existing budget held by the Corporate Learning & Organisational Development, Workforce Planning & Development Team.

68. The cost of the Grow Our Own social workers scheme is met from a combination of placement funding from the university and the Service Improvement budget which is £0.300m.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

[Changes to the staffing establishment in Children's Social Care to establish a Social Work Apprenticeship Programme – report to Children and Young People's Committee on 30th November 2020](#)

Electoral Division(s) and Member(s) Affected

All.

C1452

15 March 2021

Agenda Item: 14

REPORT OF THE SERVICE DIRECTOR, CUSTOMERS, GOVERNANCE AND EMPLOYEES

WORK PROGRAMME

Purpose of the Report

1. To consider the Committee's work programme for 2021.

Information

2. The County Council requires each committee to maintain a work programme. The work programme will assist the management of the committee's agenda, the scheduling of the committee's business and forward planning. The work programme will be updated and reviewed at each pre-agenda meeting and committee meeting. Any member of the committee is able to suggest items for possible inclusion.
3. The attached work programme has been drafted in consultation with the Chairman and Vice-Chairman and includes items which can be anticipated at the present time. Other items will be added to the programme as they are identified.
4. As part of the transparency introduced by the new committee arrangements, committees are expected to review day to day operational decisions made by officers using their delegated powers. It is anticipated that the committee will wish to commission periodic reports on such decisions. The committee is therefore requested to identify activities on which it would like to receive reports for inclusion in the work programme. It may be that the presentations about activities in the committee's remit will help to inform this.
5. The meeting dates and agenda items are subject to review in light of the ongoing COVID-19 period.

Other Options Considered

6. None.

Reason for Recommendation

7. To assist the committee in preparing its work programme.

Statutory and Policy Implications

8. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION

1) That the Committee considers whether any amendments are required to the Work Programme.

Marjorie Toward
Service Director, Customers, Governance & Employees

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Constitutional Comments (HD)

7. The Committee has authority to consider the matters set out in this report by virtue of its terms of reference.

Financial Comments (NS)

8. There are no direct financial implications arising from the contents of this report. Any future reports to Committee on operational activities and officer working groups, will contain relevant financial information and comments.

Background Papers

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

- None

Electoral Division(s) and Member(s) Affected

- All

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2020-21

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
19 April 2021			
School Capital Programme progress report	Six-monthly update	Derek Higton	Phil Berrill/ Mick Allen
Harmful Sexual Behaviour by children – annual report		Laurence Jones	Claire Sampson
Nottinghamshire Safeguarding Children Partnership Early Help Strategy 2021 - 2025 Service Review		Steve Edwards	Rachel Miller
EDT Service Review		Laurence Jones	Liz Maslen
Schools Forum and Education Trust Board officer group report	Annual officer group report	Marion Clay	Marion Clay
Corporate Parenting items:			
Outcomes of review of governance arrangements of Looked After Children care settings		Laurence Jones	Laurence Jones
Provision, achievements and progress of the Children in Care Council and participation of children and young people looked after 2020/21		Steve Edwards	Pom Bhogal
Contact Service annual report	Annual report	Steve Edwards	Devon Allen
Children's Homes Governance Board update	Six monthly report	Laurence Jones	Laurence Jones
21 June 2021			
Children and young people core data set - performance and finance for Quarter 4 2020/21	Quarterly performance report	Nigel Stevenson	Dave Gilbert
Strategy for Improving Educational Opportunities for All – six monthly update		Marion Clay	Koni Rakhit
Child Sexual Exploitation and Children Missing from Home and Care: six monthly update	Six monthly update	Laurence Jones	Joe Foley/ Hazel McKibbin
COVID Winter Grant Scheme final report		Laurence Jones	Irene Kakoullis
Progress on Improving the Effectiveness and Efficiency of the Children's Services Plan	Quarterly update	Laurence Jones	Laurence Jones
Update on the Remodelling Practice	Quarterly report	Steve Edwards	Lucy Peel/ Holly

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
programme			Smitheman
Elective Home Education update	Six-monthly update	Marion Clay	Sarah Whitby
Local Authority governor appointments to school governing bodies	Quarterly report	Marion Clay	Sarah Sayer
Corporate Parenting items:			
Improving the emotional health of looked after children	Six-monthly update	Steve Edwards	Lucy Peel/ Katharine Browne
Child Sexual Exploitation and Children Missing from Home and Care: annual report 2020/21	Annual update	Laurence Jones	Joe Foley/ Hannah Johnson
Fostering Service annual report		Steve Edwards	Ty Yousaf
Virtual School annual report	Annual report	Marion Clay	Sue Denholm
Independent Reviewing Officer Service annual report		Steve Edwards	Izzy Martin
National Minimum Fostering Allowances and Levels Payments to Foster Carers 2021/22	Annual determination	Steve Edwards	Ty Yousaf/ Tara Pasque
19 July 2021			
Outcomes of Ofsted inspections of schools		Marion Clay	Diane Ward
School Holiday & Term Time Dates for Local Authority Maintained Schools in Nottinghamshire 2023/2024, 2024/2025, 2025/2026 and 2026/2027	Outcome of statutory consultation	Marion Clay	Claire Wilcoxson
Children Missing Education	Six-monthly update	Marion Clay	Karen Hughman/ Sarah Whitby
Local Transformation Plan for children and young people's emotional and mental health - update	Annual refresh	Jonathan Gribbin	Rachel Clark
Corporate Parenting items:			
Foster carers items			