

**Notice of a public meeting of
Corporate Parenting Board**

To: Councillors Rawlings (Chair), Cuthbertson (Vice-Chair),
S Barnes, Brooks, Gunnell and Runciman

Date: Monday, 21 November 2016

Time: 5.00 pm

Venue: The Snow Room - Ground Floor, West Offices (G035)

A G E N D A

1. Declarations of Interest

At this point in the meeting, Members are asked to declare:

- any personal interests not included on the Register of Interests,
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

2. Minutes

(Pages 1 - 8)

To approve and sign the minutes of the meeting held on 26 September 2016.

The Board will receive a verbal update from officers in response to a query raised at this meeting (minute 11 refers) as to whether it was possible to provide a free bus pass to care leavers who were actively seeking employment.

3. Public Participation

At this point in the meeting members of the public who have registered to speak regarding an item on the agenda or an issue within the Board's remit can do so. The deadline for registering is **5pm on Friday 18 November**.

Filming or Recording Meetings

Residents are welcome to photograph, film or record Councillors and Officers at all meetings open to the press and public. This includes the use of social media reporting, i.e. tweeting. Anyone wishing to film, record or take photos at any public meeting should contact the Democracy Officers (whose contact details are at the foot of this agenda) in advance of the meeting.

The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at http://www.york.gov.uk/download/downloads/id/11406/protocol_for_webcasting_filming_and_recording_of_council_meetings_20160809.pdf

Strategic Theme: Good, Safe Placements

In accordance with the Board's work plan, to consider the following reports and updates and receive any updates from Board Members on their agreed areas of interest in relation to these.

4. **Good Safe Placements: Context Setting Data** (Pages 9 - 14)
This brief report provides Members with an overview of the placements of children and young people in the care of the City of York.
5. **Making York Home - Project Update** (Pages 15 - 30)
This report updates Members in relation to this project which will significantly contribute to the strategic aim of good safe placements.
6. **Response to the National Transfer Scheme for Unaccompanied Asylum Seeking Children**
A verbal update from officers on the Council's response to the needs of unaccompanied asylum seeking children.
7. **Findings of the Ofsted Report following a Children's Home Inspection** (Pages 31 - 44)
Members are provided with a copy of the report by Ofsted in relation to a recent inspection. The registered manager will attend to provide an overview and respond to any questions and queries by Members.

8. Children's Social Care Restructure Update

A verbal update on the progress of the recent Children's Social Care restructure in relation to its impact upon the strategic theme.

9. Members Visits to Children's Homes

A verbal update on visits by Members to children's homes within the period.

10. Corporate Parenting Board Work Plan 2016-17 (Pages 45 - 46)

To consider the Board's work plan for the current municipal year.

11. Urgent Business

Any other business which the Chair considers urgent under the Local Government Act 1972.

Democracy Officers

Name: Catherine Clarke and Louise Cook (job-share)

Contact Details:

Telephone: (01904) 551031

Email: catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 **(01904) 551550**

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City of York Council

Committee Minutes

| | |
|-----------|---|
| Meeting | Corporate Parenting Board |
| Date | 26 September 2016 |
| Present | Councillors Rawlings (Chair), Cuthbertson (Vice-Chair), S Barnes and Runciman |
| Apologies | Councillors Brooks and Gunnell |

8. Declarations of Interest

At this point in the meeting Members were asked to declare any personal or prejudicial interests they might have in relation to the business on the agenda or any other general interests they might have within the remit of the Board. None were declared.

9. Minutes

Resolved: That the minutes of the last meeting of the Corporate Parenting Board held on 27 June 2016 be approved as a correct record and then signed by the Chair.

10. Public Participation

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

11. Show Me That I Matter Annual Report 2015-16

The Board considered a report that detailed the issues identified by the Children in Care Council, how these concerns were being addressed and which issues were still to be taken forward.

Members noted that Show Me That I Matter (SMTIM) was the name of York's Children in Care Council that gave young people the opportunity to raise and discuss issues that were important to them, with the aim of shaping and improving services for children and young people in care.

The Chair and Vice-Chair of SMTIM were in attendance to present the Show Me That I Matter Annual Report and to update Members on their achievements and ongoing projects.

Board Members congratulated SMTIM on their accomplishments and questioned the young people on a number of issues including the sub groups I Matter Too and I Still Matter. It was noted that some children & young people had concerns regarding the impending changes to their Independent Reviewing Officer and Social Worker following the restructure that had taken place in Children's Social Care. Officers present agreed that communication with young people was vital to ensure a smooth transition.

The provisions for care leavers was also discussed and officers agreed to investigate if the free bus pass that was currently offered to post 18 year olds, who were still in education, could be extended to include those care leavers who were actively seeking employment.

- Resolved: (i) That the Annual Report be noted.
(ii) That the provision of a free bus pass to care leavers who were actively seeking employment be investigated.

Reason: To keep the Board updated on the work of SMTIM.

12. Annual Advocacy Report 2015-16

The Board considered a report that provided the Annual Advocacy Report for 2015/16.

Officers gave an update and confirmed that the Children's Rights and Advocacy Service, known as Speak Up, promoted children's rights entitlements and provided advocacy for children and young people who were in care, on a child protection plan or wanting to make a complaint against the council, in line with the Local Authority's statutory duties.

The advocacy statistics were highlighted and discussions took place around the type of referrals made, the length of time cases remained open and the emerging themes.

The Board also discussed the age and legal status of those children and young people who had accessed advocacy and they welcomed the recent effort to ensure that this service was not only available to children and young people placed locally but also those placed outside the city.

Resolved: That the Annual Advocacy Report be noted.

Reason: To keep the Board updated on the work of Speak Up.

13. Care Leavers Bill - Keep on Caring

Board Members received a verbal update from the Practice Manager of the City of York Pathway Team. He highlighted the services available for care leavers and introduced the Government's new care leavers strategy 'Keep on Caring: Supporting Young People from Care to Independence'.

He then explained how the new strategy would support the life chances of care leavers and how it would prepare and support young people making the transition to adulthood by:

- Promoting ambition for care leavers.
- Preparing care leavers for the challenges of living independently.
- Providing stable and safe placements.
- Providing good access to health, emotional health and wellbeing services.
- Providing support to achieve financial stability.

Members welcomed the Government's new strategy and agreed young people in care should be better prepared and supported to live independently. They discussed the feedback received from care leavers including their finances. They welcomed the extension of support to 25 years and agreed that officers should continue to measure the outcomes for each care leaver.

Resolved: That the update be noted.

Reason: To keep the Board updated on the implementation of the Government's care leavers strategy.

14. Making York Home - Update

The Assistant Director for Children's Specialist Services gave a brief verbal update on the City of York's Making York Home Project.

He confirmed that as a result of consultation with Foster Carers as part of the Project, officers had built a more robust support network. The positive outcome of which was that the number of children in care being placed outside the city had reduced.

He went on to explain the reasons why some children would always be placed out of York if in their best interests but assured Members that, where appropriate, officers continued to seek to find suitable placements locally.

Resolved: That the update be noted.

Reason: To keep the Board updated on the work of Making York Home.

15. Virtual School Update - GCSE and A Level results for children in care

The Board received a verbal update from the Virtual School in relation to GCSE and A-Level results for children in care. The Assistant Director for Education and Skills highlighted the successful KS4 results and confirmed that the majority of those children were continuing their education through apprenticeships, college or Sixth Form.

The Board welcomed the KS4 results and were encouraged to note that although Post 16 results were not currently available they had also achieved positive outcomes.

Officers confirmed a new National Benchmarking Data system would allow them to measure results against other Virtual Schools and generate a more robust comparison through Value Added Data. Members were keen to receive these reports at a future Corporate Parenting Board meeting.

Discussions also took place regarding pupil premiums and Members agreed schools should be encouraged to use this funding to support the particular child.

Resolved: That the update be noted.

Reason: To keep the Board updated on the Virtual School.

16. Annual Report from Independent Reviewing Officers

The Board considered a report that summarised the work of the Independent Reviewing Officers (IRO) over the preceding twelve month period.

Officers gave an update and highlighted the key elements in sections 8, 9 and 10 of Annex A, in particular, dispute resolutions and escalations, the seven service priorities and the service work plan for 2016/17.

Members noted that the appointment of an Independent Reviewing Officer for a child or young person in care was a legal requirement and discussions took place regarding their specific responsibilities, which included:

- Promoting the voice of a child.
- Ensuring that plans for looked after children were based on a detailed and informed assessment.
- Making sure a child understood how an advocate could help.
- Offering a safeguard to prevent any 'drift' in care planning for looked after children and the delivery of services to them.
- Monitoring the activity of the local authority as a corporate parent in ensuring that care plans were given proper consideration and weight to the child's wishes and feelings and that where appropriate the child fully understood.

Members discussed and commented upon the annual report, including the IRO caseloads and welcomed officers dedication to ensure every child received the care they deserved.

The Board agreed that the IRO should continue to encourage younger children and young adults to engage with Show Me That I Matter or one of the sub groups to ensure the voice of a child continues to be heard.

Resolved:

- (i) That the positive performance referred to within the Annual Report, particularly evidence that the Unit had directly contributed to improving outcomes for children and young people in care, be noted.
- (ii) That the Unit's commitment to better deliver its statutory responsibilities to children and young people in care and their parents or carers, in particular increased consultation, participation and challenge be noted.
- (iii) That the IRO Annual Report be used as an assurance document to raise outcomes for the children and young people in care.

Reason: To meet the statutory requirement to keep the Board updated.

17. Inspection Briefing

Members considered a report that detailed the Ofsted Single Inspection Framework and its implications for the Corporate Parenting Board.

Officers gave an update and confirmed which children and young people were within the scope of inspection and the inspection methodology which included:

- at least two children placed out of authority.
- at least one child who had a plan for adoption.
- at least one child who lived with a foster family provided by the local authority.
- one child who had recently returned home in the last three to six weeks.
- one child for whom the plan was to return home.
- two children living in children's homes who were known to have run away.

The Board noted the inspection process and that the overall effectiveness of services including the arrangements for children looked after, care leavers and children who need help and

protection would be judged in addition to leadership, management and governance.

The Board discussed and commented upon the framework and in answer to Member's questions officers confirmed that the inspection would take place sometime before December 2017.

Resolved: That the report be noted.

Reason: To ensure that Members were kept updated on the framework for inspection.

18. Corporate Parenting Board Workplan 2016-17

Members considered the Boards work plan for the 2016/17 municipal year.

The Board agreed to continue with the strategic themed work areas.

Resolved: That the work plan be agreed.

Reason: To keep the Board's work plan updated.

Cllr Rawlings, Chair

[The meeting started at 5.13 pm and finished at 7.13 pm].

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Corporate Parenting Board**21 November 2016**

Report of the Group Manager for Quality Assurance

Good, Safe Placements: Dataset for Corporate Parenting Board**Summary**

1. This brief report provides contextual data to Members to inform discussion regarding the strategic theme.

Background

2. The report provides data relevant to placements including:
 - Number of Children and Young People in Care
 - Gender of Children and Young People in Care
 - Ethnicity of Children and Young People in Care
 - Age of Children and Young People in Care
 - Time in Care of Children and Young People
 - Legal Status of Children and Young People in Care
 - Placement Stability of Children and Young People in Care
 - Children and young people in care who have been looked after living in the same placement for at least 2 years or are placed for adoption and their adoptive placement with their previous placement together last for at least 2 years
 - Type of Placement of Children and Young People

Consultation

3. No consultation was required for this quantitative report.

Options

4. No options are presented to Members for their consideration.

Analysis

5. No options are presented to Members for their consideration.

Council Plan

6. The report provides contextual data to Members to inform discussion regarding the strategic theme.

Implications

7. The report provides contextual data to Members to inform discussion regarding the strategic theme.

Risk Management

8. The report provides contextual data to Members to inform discussion regarding the strategic theme.

Recommendations

9. It is recommended that the City of York Council Corporate Parenting Board use the dataset to inform discussion at Board.

Reason: In order that Members are kept informed on data relevant to placements.

Contact Details

Authors:

Nik Flavell
Group Manager – Quality Assurance
Children’s Social Care

Chief Officer Responsible for the report:

Jon Stonehouse
Corporate Director Children, Education and Communities

Rachel Donnachie
Senior Officer - Peer Support and Challenge
Children’s Social Care

Report Approved

Date 15/11/2016

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers:

Annexes

Annex A: Good, Safe Placements: Dataset for Corporate Parenting Board

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Good, Safe Placements: Dataset for Corporate Parenting Board

Number of Children and Young People in Care

| | Historical Performance | | | | | Comparitors | |
|--------------|------------------------|---------|---------|---------|---------|-------------|----------|
| | Q2 | 2015/16 | 2014/15 | 2013/14 | 2012/13 | Regional | National |
| Number CYPIC | 192 | 191 | 197 | 222 | 243 | 491 | 457 |
| No. per 10k | 53 | 53 | 54 | 61 | 68 | 65 | 60 |

Gender of Children and Young People in Care

| | Number of CYPIC | | Historical Performance | | |
|--------|-----------------|---------|------------------------|---------|---------|
| | Q2 | 2015/16 | 2014/15 | 2013/14 | 2012/13 |
| Number | 192 | 191 | 193 | 222 | 243 |
| Male | 103 | 98 | 101 | 121 | 132 |
| Female | 89 | 93 | 92 | 100 | 111 |

Ethnicity of Children and Young People in Care

| Ethnicity | | 2015/16 | | 2014/15 | |
|-----------|---|------------|-------------|------------|-------------|
| | | Number | Percentage | Number | Percentage |
| ABAN | Bangladeshi (Asian or Asian British) | 0 | 0% | 1 | 0.5% |
| AOTH | Any other Asian or Asian British Bckgnd | 1 | 0.5% | 1 | 0.5% |
| BCRB | Black or Black British - Caribbean | 0 | 0% | 1 | 0.5% |
| MOTH | Any other mixed background | 1 | 0.5% | 1 | 0.5% |
| MAWS | White and Asian | 4 | 2% | 4 | 2% |
| MWBC | White and Black Caribbean | 1 | 0.5% | 1 | 0.5% |
| OOTH | Any other ethnic group | 0 | 0% | 1 | 0.5% |
| WBRI | White British | 183 | 96% | 187 | 95% |
| WIRI | White Irish | 1 | 0.5% | 0 | 0% |
| WOTH | Any other White background | 0 | 0% | 0 | 0% |
| | | 191 | 100% | 197 | 100% |

Age of Children and Young People in Care

| Children by Age | Historical Performance | | | | |
|-----------------|------------------------|---------|---------|---------|---------|
| | Q2 | 2015/16 | 2014/15 | 2013/14 | 2012/13 |
| Under 1 yr | 5 | 13 | 8 | 6 | 5 |
| 1-4 years | 25 | 19 | 23 | 30 | 38 |
| 5-9 years | 36 | 37 | 36 | 45 | 46 |
| 10-15 years | 80 | 78 | 90 | 92 | 102 |
| Over 16 yrs | 46 | 44 | 36 | 49 | 52 |

Time in Care of Children and Young People

| Number of CYPIC by Care length | | | Historical Performance | | |
|--------------------------------|----|-----------|------------------------|---------|---------|
| | Q2 | 2015/16 | 2014/15 | 2013/14 | 2012/13 |
| Less than 6mths | 24 | 25 | 25 | 27 | 20 |
| 6-12mths | 14 | 18 | 22 | 11 | 17 |
| 1-2 years | 21 | 31 | 19 | 24 | 57 |
| 2-4 years | 35 | 33 | 41 | 61 | 65 |
| More than 4 yrs | 98 | 84 | 86 | 99 | 84 |

Legal Status of Children and Young People in Care

| | Q2 | 2015/16 | Historical | | | Comparitors | |
|--------------------|------------------|------------|------------|---------|---------|-------------|----------|
| | | | 2014/15 | 2013/14 | 2012/13 | Regional | National |
| Interim Care Ords | 10% (19) | 10% | 11% | 6% | 12% | 23% | 20% |
| Full Care orders | 59% (113) | 55% | 54% | 57% | 49% | 44% | 40% |
| Freed for Adopt | 5% (9) | 4% | 6% | 12% | 16% | 14% | 11% |
| Accomm. S.20 | 27% (51) | 31% | 29% | 25% | 22% | 18% | 29% |
| YOT legal Statuses | 0% (0) | 0% | 0% | 0% | 0.4% | 0% | 0% |
| Detain CP in LAA. | 0% (1) | 0% | 0% | 0.5% | 1.0% | 0% | 0% |

Placement Stability of Children and Young People in Care

| | Q2 | 2015/16 | Historical Performance | | |
|----------|-------------|-------------|------------------------|---------|---------|
| | | | 2014/15 | 2013/14 | 2012/13 |
| 3+ Moves | 8.9% | 8.9% | 11.9% | 9.5% | 14% |

Children and young people in care who have been looked after living in the same placement for at least 2 years or are placed for adoption and their adoptive placement with their previous placement together last for at least 2 years

| | Q2 | 2015/16 | Historical Performance | | |
|----------|--------------|--------------|------------------------|---------|---------|
| | | | 2014/15 | 2013/14 | 2012/13 |
| % of CYP | 61.8% | 63.6% | 58.39% | 61.0% | 55.2% |

Type of Placement of Children and Young People

| | Q2 |
|---|-----|
| City of York Foster Carers | 115 |
| Connected Person Foster Care | 21 |
| Independent Foster Care Providers | 15 |
| Placed with Parents | 09 |
| Residential Children's Home | 18 |
| Other | 14 |
| <ul style="list-style-type: none"> • Independent Living • Young Offenders Institution • Residential School • Secure | |



Corporate Parenting Board**21 November 2016**

Report of the Assistant Director, Children's Specialist Services

Making York Home – Project Update**Summary**

1. At their last meeting on 26 September 2016, the Corporate Parenting Board received a brief verbal update on the City of York's Making York Home Project. This report provides a comprehensive update to the Board on Making York Home.

Background**Vision and Approach**

2. Making York Home started as a project which looked at the emotional, practical and professional support that foster carers need in order to provide safe, caring and stable homes in York to all children and young people in their care. Explicitly, the aspiration is that all of York's children and young people in care will be in foster placements, in York, if that's right for them.
3. The project, to date, has included representatives from social work, foster carers, the youth offending team, health, the virtual school, independent visitors and the children's rights team.
4. Show Me That I Matter (Children in Care Council) has played a key role throughout, helping to sense-check and develop ideas.
5. Innovation Unit, a not for profit consultancy, has been working alongside the project group to provide advice and challenge.
6. Foster Focus, an organisation that engages with young people providing children's organisations with youth participation strategies that will improve services and the life chances of children in care and care leavers, has provided additional support and challenge.

7. The project approach has included four key and simple stages, namely:

Research – gaining new perspectives on the challenge - *any more eg reviewing other models?*

Co-design – participatory events, involving a large consultation group across the disciplines involved in the project, to test insights, generate ideas and set priorities

Sprints - rapid phases of work to dig deeper into challenges and generate practical new models

Strategy – embedding insights and actions in policy, process and practice

The first three stages of the process were completed between January 2016 and June 2016 and the final stage of the work commenced September 2016.

The Sprints

8. Each sprint involved up to 10 people including foster carers and representatives from the fostering team, social workers, the virtual school, health colleagues, children's rights and the youth offending team.
9. Sprints lasted for one month and sessions were held twice a week to allow for detailed discussion and exploration of the issues and themes. The sessions broadly followed a defined framework, with sessions:
- Looking at insights from the research and from priorities set in the co design sessions
 - Exploring examples of innovative practice from elsewhere
 - Interrogating the current ways of doing things
 - Creating ideas and starting to develop thinking around potential models and processes
10. The sprints focused on 3 key themes which were identified through research and co-design:

i) Placement Planning

How do we create a planning process that raises the ambition of what young people can achieve, aims for long term stability, and puts the right support in place to get there?

Emerging ideas and priorities:

| What do we want to achieve? | What needs to be different? |
|---|--|
| <p>Planning which is informed by honest and relevant information which children and young people inform and contribute to.</p> | <ul style="list-style-type: none"> • Good quality and content of information are available to support matching • Information is balanced, starting with strengths but honest about any concerns or risks • Information is collated in an inclusive way and involving children, young people and their birth family, when appropriate • Support is provided to the child/young person to make their contribution • Matching is carefully planned other than in exceptional emergencies |
| <p>Planning which focuses on aspirations and goals which are about the long term as well as the short term, and which is responsive to changes in the child/young person's needs and circumstances.</p> | <ul style="list-style-type: none"> • Placement planning is timely and in advance of the placement • Placement plan is reviewed regularly throughout the placement • All placement planning considers the longer term (needs, aspirations and identity) • Priority is given to visits home and/or to other important people • Planning for transitions, whether return home, move to another |

| | |
|--|---|
| | <p>placement or move to independence, starts early and is thorough</p> <ul style="list-style-type: none"> • All statutory reviews celebrate aspirations and are goal orientated |
| <p>Planning which establishes, maintains and builds important relationships (children, young people, birth family and friends, foster carers and professionals)</p> | <ul style="list-style-type: none"> • The birth family is involved in the placement planning process • There is focus on other important relationships which prioritise a child/young person's identity • Placements are as local as possible whenever it is in the child's best interest • Steps are in place for actively building the relationship between the child or young person and the foster carer • Building relationships, particularly between social workers, foster carers and other professionals, is supported |
| <p>Bespoke planning for children and young people which promotes the principle of delegated authority to foster carers and ensures that young people understand the decisions reached.</p> | <ul style="list-style-type: none"> • The placement planning process is flexible and creative, and starts from a position that all children, young people and placements are different • Children and young people participate in making decisions and are given clear explanations of decisions made • The principle of delegated authority is embedded and central to placement planning and decision making, at a level that is right for a child or young person and their foster carers |

| | |
|---|--|
| | <ul style="list-style-type: none"> • 'Normality' is promoted throughout the Placement Plan and evidenced through the statutory review process |
| Placement planning which relates well to other planning and is reviewed using the same principles and values. | <ul style="list-style-type: none"> • Placement planning includes contributions from all areas of the child's life • All statutory reviews are child/young person centred, promoting the strategic principle of personalisation • Reviews should challenge care plans keep a focus on the changes that happen for children and their families, promoting responsiveness, identity and shared care, when right for a child. |

ii) Placement Support

How do we put together a bespoke package for each placement that includes the right mix of professional, practical and emotional support?

Emerging Ideas and Priorities:

| What do we want to achieve? | What needs to be different? |
|--|---|
| An integrated team of support around the placement which puts the child at the centre and emphasises the foster carer's key role | <ul style="list-style-type: none"> • A range of knowledgeable support available 24 hours a day • Development of the fostering service to provide out of hours' contact • A structure of accessible foster carer to foster carer support • Reliable duty/cover arrangements and out of office notifications in social work teams when the child's social worker is not |

| | |
|--|---|
| | <p>available</p> <ul style="list-style-type: none"> • A comprehensive learning and development package for all foster carers designed in consultation with foster carers and fostering social workers • Consultation with and advice from psychotherapeutic, education and health services • The opportunity for foster carers to access independent advice and guidance when required |
| <p>Formal and informal framework of foster carer to foster carer support</p> | <ul style="list-style-type: none"> • Hub carer and buddy arrangements to be developed • Individual peer mentoring to be provided for newly approved foster carers and for others who need it • Information about York Area Foster Care Association (YAFCA) support groups and other foster carer events to be well advertised • The expectation for all foster carers to attend support groups and/or training opportunities • Experienced foster carers to be involved in designing and delivering training, including preparation and core training modules • YAFCA to provide a formal and structured system to support foster carers during allegations or complaints processes |

| | |
|---|---|
| <p>Time away from the foster placement, whether planned or unplanned, as a normal part of the child or young person's life experience</p> | <ul style="list-style-type: none"> • <u>Stay overs</u> (ie overnight stays but no longer called respite care) to be considered as a positive option for all looked after children • Work to be undertaken with extended birth family to build in home visits where this is safe • Stay overs with foster carers' family and friends to be a positive choice under delegated authority • Regular stay overs with other foster carers to be a positive option as part of a child's plan • Other daytime and staying over activities to be planned to respond to a child's needs, interests and ambitions |
| <p>A range of interventions that are responsive, timely and flexible to prevent or manage crisis points in the foster placement</p> | <ul style="list-style-type: none"> • Immediate Response Team to provide rapid first level advice and support • Support from other services to be speedy and sustained • Foster carer to foster carer support to be provided through YAFCA • Well-supported and widely-disseminated models of de-escalation to be available |

iii) Learning and Development

How do we build the ability of our foster carers to look after our children and young people including those with the most complex needs?

Emerging Ideas and Priorities:

| What do we want to achieve? | What needs to be different? |
|---|---|
| <p>Supervision of foster carers is professional, purposeful and supports reflection of practice and foster carer development.</p> | <ul style="list-style-type: none"> • Foster carer's support plan to be agreed at Annual Review and updated during supervision visits • Formal supervision by fostering social worker to be productive, with mutually agreed frequency and format and shared actions and accountability • Informal supervision to be accessed through a variety of options including group supervision and fostering support workers • Role and skills of fostering social workers to be explored and refined |
| <p>Opportunities for learning and development to build a skilled and confident team around the child</p> | <ul style="list-style-type: none"> • Professional Development Plan to be reviewed at least annually • Foster carer's skills and strengths to be identified as well as gaps in learning • Foster carers to be supported in (or take responsibility for?) accessing training and other learning opportunities • Workforce Development Unit (WDU) to identify and commission targeted training in consultation with foster carers • Foster carers to be signposted to other relevant WDU training opportunities |

| | |
|---|--|
| <p>Opportunities for accreditation and recognition to consolidate and extend foster carer development and acknowledge achievement</p> | <ul style="list-style-type: none"> • Foster carers to be encouraged to develop short term learning goals that build towards longer term learning aspirations, objectives and qualifications • A portfolio to be developed for each foster carer that identifies and records all relevant learning experience • Work to continue to build relationships and develop learning opportunities for foster carers with York St John University as a Centre of Excellence • Organise celebration events |
| <p>Commitment, supported by senior management, to build and develop professional relationships to create a shared understanding and respect for roles</p> | <ul style="list-style-type: none"> • Joint training to be provided for foster carers, social workers and other professionals • Information sharing to be a joint responsibility • Foster carers and children’s social workers to contribute to each other’s induction and preparation training • Foster carers to contribute to planning and delivery of training for other professional teams |

11. At the start of the project, many of those involved anticipated that the work would highlight a set of priorities which focused on resources, systems and records. In fact, throughout the project, the process has highlighted a primary importance of strengthening professional and other important relationships, which provide real and tangible opportunities to plan and support placements differently.

12. The sprints identified 11 cross cutting relationship based aspirations intended both to support the overarching strategy for children and young people in care and to provide a detailed framework from which to progress Making York Home - from a project to a new and embedded way of working.
 1. We put the involvement and experience of young people front and centre. We always start by understanding the individual story
 2. We are relationship driven, not process driven. We focus on building strong relationships around each child and young person
 3. We consistently recognise and value the importance of birth parents (and other family members) in placement planning and placement support
 4. We strive to achieve bespoke and creative placement planning and support for children and young people in care.
 5. We will develop placement matching which is based on a potential connection between child and carer. We aim to give young people a voice and choice, where possible.
 6. If we must place out of area due to lack of capacity, we commit to bringing children back to York within 4-6 weeks
 7. We routinely identify opportunities for delegated authority to our foster carers.
 8. We develop foster carers in coaching circles and strengthen professional relationships through formal and informal training and networks
 9. We promote planned 'stay overs' in a familiar and consistent setting as standard and think about the purpose and value within a context of normality
 10. We work differently with our local children's home, recognising the strengths and capacity this resource brings to the city
 11. We work differently with CAMHS to ensure that more placements have timely access to specialist advice and support

Progress and Impact

- 13 At this stage, it is difficult to evidence the impact of MYH. The project is not a 'short term fix', rather an approach which is focused on the culture, behaviour and relationships required to achieve excellent services and placements (in York) for children and young people in care.
- 14 As a result, the early signs of progress lie in the qualitative feedback around how relationships, communication and approach are beginning to change, including:
- Examples of placement planning involving birth parents which extends, in some cases, to improved ongoing working relationships with birth families.
 - Structural change which promotes and supports relationship based practice, including a dedicated role focused on placement planning and commissioning.
 - Greater focus around what bespoke placements might look like for more children, including the exploration of outreach support.
 - An improved quality assurance of placement planning records.
 - Plans to commence a combined duty system (November 2016), organised by fostering social workers and children's social workers together.
 - The introduction of 'hub working' with foster carers, linked to fostering social workers and training and support.
 - Examples of foster carers co-supporting placements when complex needs are identified.
 - Creative discussion and planning to support family placements differently, using planned short breaks or stay overs, sometimes routinely and certainly at points of crisis.
 - A shift in language from respite care to 'stay overs'.
 - Work with a local residential provider to consider the opportunities to extend the approach to the very small number of young people who need residential care.
 - Examples of commissioned therapeutic support, designed to support placements, for some children.

- Closer working relationships with the advocacy service and examples of early resolution of concerns for young people.

15. In terms of data, the MYH project commenced following an increase in the number of children being placed outside of the York area. The most recent data reflects that this position has improved during 2015/16, with 12 additional children and young people being placed in Local Authority local placements and 14 fewer children and young people being placed out of area, compared with 2014/15 data.

| | 2015/16 | 2014/15 |
|------------------------------|--------------------|--------------------|
| | Total: 73 children | Total: 75 children |
| New placements in LA | 47 | 35 |
| New placements outside of LA | 22 | 29 |
| New placements +20 miles | 4 | 11 |

16. Equally, data around the number of children placed with Independent Fostering Agencies highlights a reduction from 20 children to 13 children over the same reporting period, suggesting greater capacity and resilience in York placements.

Summary and Conclusions

17. The MYH project has consistently highlighted the value of bringing different disciplines and skills together to work on cross cutting priorities and themes. Without exception, and despite requiring a significant commitment in terms of time, the sprints have consistently achieved commitment and innovative/creative ideas. More importantly and indirectly, the process has helped individuals understand different roles and perspectives, creating momentum and belief that the ambition and aspiration is achievable.
18. The work must continue to build on this strength and create further momentum to embed the ideas and opportunities into practice.

Emerging ideas to develop practice and professional relationships...

- A fostering team with a broader remit to create the right kinds of placements and the permissions to try things out safely
- Pulling new approaches (and resources) together to create bespoke models of support available in every placement
- Joint training for foster carers and social workers in evidenced based approaches
- A review of out of hours support for local placements, from well organised peer support to specialist support
- Tailored, responsive and accessible Child and Adolescent Mental Health support for children in foster placements, including opportunities for consultation and support for foster carers

Consultation

19. The report contains details of groups of people and organisations which have been involved in the Making York Home project.

Options

20. Not applicable

Analysis

21. Not applicable

Council Plan

22. Ensuring safe and effective care arrangements for Looked After Children falls within the Council Plan key priority “A Focus on Frontline Services”.

Implications

- 23.
- Financial: Making York Home is part of this directorate’s approach to ensure it operates within budget.

- Human Resources (HR): *None*
- Equalities: *None*
- Legal: *None*
- Crime and Disorder: *None*
- Information Technology (IT) Property: *None*
- Other: *None*

Risk Management

24. There are no known risks associated with the recommendations in this report. The approach and progress relating to the Making York Home project are addressed more widely within this report.

Recommendations

25. Members are asked to note the project update.

Reason: In order that Members are kept informed on Making York Home.

Contact Details

Author:

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**Chief Officer Responsible for the
report:**

Eoin Rush
Assistant Director, Children’s Specialist
Services
01904 554212

**Report
Approved**



Date 11 Nov 2016

Specialist Implications Officer(s) *None*

Wards Affected: All

For further information please contact the author of the report

Background Papers: None

Annexes: None

Abbreviations

| | |
|-------|---|
| CAMHS | Child and Adolescent Mental Health Services |
| MYH | Making York Home |
| WDU | Workforce Development Unit |
| YAFCA | York Area Foster Care Association |

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Children's homes inspection – Full

| | |
|----------------------------------|---|
| Inspection date | 06/07/2016 |
| Unique reference number | SC034940 |
| Type of inspection | Full |
| Provision subtype | Children's home |
| Registered person | City of York Council |
| Registered person address | City of York Council, PO Box 31, York, YO1 7DU |

| | |
|-------------------------------|-----------------------|
| Responsible individual | Eoin Rush |
| Registered manager | Catherine Wood |
| Inspector | Michele Hargan |

| | |
|---|--------------------------------|
| Inspection date | 06/07/2016 |
| Previous inspection judgement | Sustained effectiveness |
| Enforcement action since last inspection | None |
| This inspection | |
| The overall experiences and progress of children and young people living in the home are | Good |
| The children's home provides effective services that meet the requirements for good. | |
| How well children and young people are helped and protected | Good |
| The impact and effectiveness of leaders and managers | Good |

SC034940

Summary of findings

The children's home provision is good because:

- Children and young people's short stays are meaningful and enrich their lives.
- Staff are very effective at working with parents and other professionals.
- Oversight of healthcare tasks by the in-house nurse ensures that staff are trained and assessed as competent to carry these out.
- Children's and young people's transition to the home is carefully paced and managed.
- Similarly, young people who move on from the service and their parents or carers receive good support.
- Children and young people receive a quality of care that aids their overall development and progress.
- A significant strength of the staff is their ability to build trusting relationships with children and young people.

What does the children's home need to do to improve?

Recommendations

To improve the quality and standards of care further, the service should take account of the following recommendations:

- Children's home staff should take reasonable precautions and make informed professional judgements based on the individual child's needs and developmental stage about when to allow a child to take a particular risk or follow a particular course of action. Staff should discuss the decision with the child's placing authority where appropriate. If a child makes a choice that would place them or another person at significant risk of harm, staff should assist them to understand the risks and manage their risk-taking behaviour to keep themselves and others safe. In particular, ensure that risk assessments are shared with and signed by social workers ('Guide to the children's homes regulations including the quality standards', page 42, paragraph 9.7).
- The registered person should have a workforce plan, including the processes and agreed timescales for staff to achieve induction, probation and any core training (such as safeguarding, health and safety, and mandatory qualifications); detail the process for managing and improving poor performance; and detail the process and timescales for supervision of practice. The plan should be updated to include any new training and qualifications completed by staff while working at the home, and used to record the ongoing training and continuing professional development needs of staff, including the home's manager, and in particular that this is reflected within the home's statement of purpose ('Guide to the children's homes regulations including the quality standards', page 53, paragraph 10.8).
- Contingency plans should be prepared in the event of a shortfall in staffing levels. If it is likely that there might only be one member of staff on duty at any time, the manager should make a formal assessment of the implications for children's care, including any likely risks. This assessment should be recorded and available for inspection by Ofsted and placing authorities. In particular, this should make clear the arrangements to be followed in the event of a significant shortfall of staff ('Guide to the children's homes regulations including the quality standards', page 54, paragraph 10.18).
- The registered person is responsible for ensuring that all staff consistently follow the home's policies and procedures for the benefit of the children in the home's care. Everyone working at the home must understand their roles and responsibilities and what they are authorised to decide on their own initiative. There should be clear lines of accountability. Each home must have clear arrangements in place to maintain effective management when the manager is absent, off duty or on leave, and in particular that a system is established to update the home's policies and procedures, making clear how

staff are to be informed of any updates regarding these ('Guide to the children's homes regulations including the quality standards', page 54, paragraph 10.20).

- The registered person is responsible for maintaining good employment practice. They must ensure that recruitment, supervision and performance management of staff safeguards children and minimises potential risks to them. In particular devise a proforma that makes clear the outcome of reference verification ('Guide to the children's homes regulations including the quality standards', page 61, paragraph 13.1).

Full report

Information about this children's home

The home is registered to provide care and accommodation for up to eight children with learning disabilities. It is owned and operated by a local authority.

Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|-----------------|-----------------|-------------------------|
| 29/01/2016 | Interim | Sustained effectiveness |
| 14/10/2015 | Full | Good |
| 30/03/2015 | Interim | Sustained effectiveness |
| 19/12/2014 | Full | Good |

Inspection judgements

| | Judgement grade |
|---|--------------------|
| <p>The overall experiences and progress of children and young people living in the home are</p> | <p>Good</p> |
| <p>Staff help children and young people to make meaningful progress underpinned by effective communication. Staff understand what children and young people demonstrate about their needs through their behaviour. They provide reassuring responses that help them feel relaxed so that they can enjoy their short stay. A parent said, 'They are always looking to identify opportunities for my daughter to take part in they understand that she can be impulsive and they are one-step ahead.'</p> <p>Sensitive care enables children and young people to take part in a varied range of in-house and community activities, improving their overall development. A member of staff said, 'The young person has started to write down what he wants; he can say whether he wants to go or stay when we ask him about outings.' A social worker said, 'It's a massive improvement that he can sit with other children and is calm.' A parent said, 'He loves trains and the staff are planning on taking him on a train journey.'</p> <p>Staff contribute to children and young people's educational needs by working closely with parents and schools. This means placement plans reflect their overall needs, helping to maximise their potential for learning. A headteacher said, 'From our point of view the home is one of the best attendees at meetings; they are very focused on outcomes and want to support young people in whatever way that might be'.</p> <p>Staff inspire parents and professionals with confidence about the care and support provided. This is because staff are skilled at fostering good relationships with children and young people. In an Ofsted survey, a parent said, 'I know my child is in a safe environment where they are respected, well cared for, have their needs met [and] are happy and having fun. It will never be as good as being [at] home but it's the closest thing.'</p> <p>Careful planning and effective joint working with parents, social workers, and staff in other settings mean that children and young people experience a stress-free introduction to the home. A parent said, 'They let him choose his own room and they kept that room for him so it's those extra little touches that make a difference.' Similarly, when a young person is ready to move on from the home, this considered approach makes the transition as relaxed as possible. A member of staff, talking about supporting transition, said, 'Me and the key worker stayed close to where the young person was going. We thought it was important that he had</p> | |

support with bedtime routines. We got good feedback from the young person's mum and staff at the home about how helpful this was.'

| | Judgement grade |
|--|--------------------|
| <p>How well children and young people are helped and protected</p> | <p>Good</p> |
| <p>A system is now in place to assess staff competency in administering aspects of healthcare that some children and young people require, for instance when a child's or young person's nutritional needs are met via a feeding tube. A nurse based at the home undertakes training with staff, resulting in increased understanding and a more consistent approach to providing these elements of care. A recently developed resource pack, now provides a useful reference for staff. This approach helps them to maintain their skills, ensures their accountability and promotes safe care practice. Talking about the written guidance now in place, a member of staff said, 'We improved the format so staff can see at a glance what they need to check.'</p> <p>Thorough recruitment practices are in place. This means that only staff who are suitable are appointed to care for young people. While references for prospective staff are verified by the home's manager, the details of these are not clear. This omission is a missed opportunity to gain further understanding and to clarify the extent of the applicant's experiences.</p> <p>Regular communication between staff and with parents and professionals about the needs of children and young people takes place. At the beginning and end of shifts, a meaningful discussion takes place so that staff responsible for taking over the care of children and young people are well informed. This promotes safe care practice, continuity and helps to reduce young people's anxieties at times of transition. Similarly, systems are well embedded so that parents and carers are clear that their children's medication is safely administered. A parent said, 'We went through all of the paperwork, consents, medication forms – the procedures are very clear.'</p> <p>Staff use restraint as a last resort to keep a child or young person and others safe. In doing so, staff act on advice and guidance from the child and adolescent mental health service, when agreeing plans about the best course of action to take. This means that children and young people receive responses aimed at helping them develop safer ways of expressing difficult feelings.</p> <p>A member of staff is now qualified to deliver training in moving and handling. As a</p> | |

result, written guidance about how to use moving and handling equipment, including slings, to aid young people with reduced mobility is in place. This ensures that children and young people receive individualised care that is consistent with their needs when changing position and with bathing. This promotes safer care practice and instils confidence that all staff are effectively able to meet these particular aspects of children's and young people's care.

The home provides a good level of care and because of this is held in high regard by parents and professionals alike. Children and young people do not go missing, and there are no concerns regarding child sexual exploitation or complaints about staff conduct. While the likelihood of these occurrences are low, staff remain alert to the vulnerabilities of children and young people and understand their responsibilities to pass on any safeguarding concerns.

Previous recommendations to improve risk assessments and behaviour support plans are now achieved. As a result, these are now individualised, reflecting each young person's needs. These documents now focus on how to recognise and reinforce positive behaviour, helping to promote children's and young people's social skills. These plans are routinely shared with parents but not with social workers. This means that social workers are not kept up to date with what staff do to keep children and young people safe. A social worker said, 'I don't usually get them, but they are available, so the information can be shared with new providers.'

| | |
|--|-----------------|
| | Judgement grade |
| The impact and effectiveness of leaders and managers | Good |
| <p>The home's manager is suitably qualified and very experienced, and has been in post since 2007. This person is a good role model for staff and professionals who also has strong leadership skills and is genuinely committed to improving the lives of vulnerable children and young people. A social worker said, 'Staff overall have been brilliant [and] they are sensitive to parents' situations. They are not afraid to say when something is not right for a young person [and] they say "no" when necessary if a young person is not compatible with other young people.'</p> <p>Staff are highly experienced and supportive of each other. Many are long serving, resulting in low staff turnover. Similarly, an experienced and consistent bank of relief staff supplement the staff team at times of leave and sickness. However, a written contingency plan is not in place in the event of any difficulty with these present arrangements, as highlighted on one recent occasion. While this situation was managed without compromising children and young people in any way, the lack of a clear plan about what to do in the event of any future shortfall increases the likelihood of future disruption. A member of staff said, 'Young people always receive one-to-one support – we are all very flexible; we have never had to cancel</p> | |

a stay.'

Staff receive supervision that promotes reflective, child-focused care practice and a supportive team culture. This ensures that staff are accountable for their actions and proactive in their responses. This provides clear guidance to staff about their responsibilities.

Regular staff meetings focus on the needs of children and young people. For example, the introduction of children and young people to the home and young people moving on from the home are both carefully considered. This ensures that all relevant information is shared and understood by everyone concerned. In support of this, staff use pictorial aids known as narrative stories to help young people prepare for visits to new places. This increases the likelihood of a successful move.

Clear written information to help parents and carers understand how their child is welcomed and cared for is now in place. This helpful booklet outlines what the home does to keep children and young people safe. This includes obtaining appropriate consents to administer medication and to enable children's and young people's participation in activities.

Continued investment in the furnishings and fabric of the building and maintenance ensure that children and young people enjoy short stays in good-quality accommodation. In-house activities are on hand throughout the home, providing meaningful pastimes. Pupils from a local school complete an annual project to improve the home's garden areas. This latest effort has resulted in further bespoke play equipment being available to children and young people. A member of staff said, 'They've built an igloo out of milk bottles.' A parent said, 'The garden is great – my child loves to be outside.'

Reports completed by an independent visitor to the home now make clear this person's opinion that children and young people are safeguarded and that their welfare is promoted. An independent professional said, 'I am much more interested in understanding what staff do and how they consult young people than in just looking at everything that is written down.' Ensuring regular and rigorous oversight by an experienced person interested in what staff do enables choices, and respects and promotes young people's rights.

Further information is now included within the home's statement of purpose, meeting a previous requirement. The inclusion of this additional information now makes clear how the home: meets children's and young people's healthcare needs; manages emergency admissions; and when necessary promotes contact. This means that those who use the home are fully informed about how children's and young people's needs are met. However, this document does not demonstrate the home's plan for developing staff and supporting anyone needing additional assistance. This means that those who place children and young people are not

clear about how the continuing professional development of staff are assured.

The process for ensuring how policies and procedures are reviewed and remain up to date is unclear. Lack of an established system for this undermines induction training for new staff and means that current procedures are not available for existing staff to refer to.

What the inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against the 'Inspection of children's homes: framework for inspection'.

An **outstanding** children's home provides highly effective services that contribute to significantly improved outcomes for children and young people who need help and protection and care. Their progress exceeds expectations and is sustained over time.

A **good** children's home provides effective services that help, protect and care for children and young people and have their welfare safeguarded and promoted.

In a children's home that **requires improvement**, there are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of children looked after is safeguarded and promoted. Minimum requirements are in place. However, the children's home is not yet delivering good protection, help and care for children and young people.

A children's home that is **inadequate** is providing services where there are widespread or serious failures that create or leave children and young people being harmed or at risk of harm or that result in children looked after not having their welfare safeguarded and promoted.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people living in the children's home. Inspectors considered the quality of work and the difference that adults make to the lives of children and young people. They read case files, watched how professional staff work with children, young people and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people who it is trying to help, protect and look after.

This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards'.

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Corporate Parenting Board – Work Plan 2016-17

| Meeting Date | Strategic Themes | Reports Supporting Strategic Theme | Other Reports |
|--------------|--|--|--|
| 27 June 2016 | Education | Virtual School Development Updates <ul style="list-style-type: none"> • Development of 2016-17 Virtual School Improvement Plan • Rees Centre for Education – key issues for Elected members • Results of Poetry Competition | <ul style="list-style-type: none"> • Update on SMTIM Panel (including Bright Futures Scheme) • Corporate Parenting Board Programme of Work and Priorities |
| 26 Sept 2016 | Emotional Wellbeing & Mental Health; Wellbeing; Relationships & Identity | <ul style="list-style-type: none"> • SMTIM Panel Annual Report 2015-16 • Annual Advocacy Report 2015-16 • Care Leavers Bill – Keep on Caring • Making York Home – Update | <ul style="list-style-type: none"> • Virtual School Update - GCSE and A Level results for children in care • Independent Reviewing Officer Annual Report • Inspection Briefing |
| 21 Nov 2016 | Good Safe placements | <ul style="list-style-type: none"> • Making York Home – Project Update • Context Setting Data • Findings of the Ofsted Report following a Children's Home Inspection | <ul style="list-style-type: none"> • Children's Social Care Restructure Update • Member Visits to Children's Homes • Response to the National Transfer Scheme for Unaccompanied Asylum Seeking Children |
| 13 Feb 2017 | Education | <ul style="list-style-type: none"> • Primary Education data – children in care • Education: Secondary school data – children in care. | |

| Meeting Date | Strategic Themes | Reports Supporting Strategic Theme | Other Reports |
|---------------|--|---|--|
| 10 April 2017 | Health | <ul style="list-style-type: none"> • Health passport • Health profile / issues for children in care • Local arrangements • Relevant performance data | |
| June 2017 | Emotional Wellbeing & Mental Health; Wellbeing; Relationships & Identity | <ul style="list-style-type: none"> • Relevant performance data | <ul style="list-style-type: none"> • Report to Learning & Culture Policy and Scrutiny Committee |
| Sept 2017 | Respect & Involvement | <ul style="list-style-type: none"> • Annual SMTIM Report • Annual Advocacy Report | <ul style="list-style-type: none"> • Independent Reviewing Officer Annual Report • Member Visits to Children's Homes |
| Nov 2017 | Moving to Adulthood | <ul style="list-style-type: none"> • Staying Put • Housing • Education, Training & Employment • Apprenticeships • Where young people live • Relevant performance data | |