

## Notice of a public meeting of

### Corporate Parenting Board

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

**Date:** Monday, 10 April 2017

**Time:** 5.00 pm

**Venue:** The King Richard III Room (GO49) - West Offices

### AGENDA

#### 1. **Declarations of Interest**

At this point, 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 - 6)

To approve and sign the minutes of the meeting held on 13 February 2017.

#### 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 7 April 2017**.

#### **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](http://www.york.gov.uk/download/downloads/id/11406/protocol_for_webcasting_filming_and_recording_of_council_meetings_20160809.pdf)

**4. Strategic Theme: Education** (Pages 7 - 52)

**2015-16 Annual Report of the Virtual School**

This report informs Members about the activities of the Virtual School Head teacher, the Virtual School and the 2015/16 educational outcomes of York's children and young people in care.

Any Board Member whose area of interest relates to the issues raised in this report will have the opportunity to give an update under this item.

**5. Update on implementation of Local Area Teams - their role in supporting vulnerable children** (Pages 53 - 80)

This paper provides an update on the implementation of Local Area Teams following their launch in January 2017. Local Area Teams bring together a range of pre-existing services to form a new set of preventative arrangements for families from pregnancy through to adult hood.

Any Board Member whose area of interest relates to the issues raised in this report will have the opportunity to give an update under this item.

**6. Corporate Parenting Board Work Plan 2016-17 and 2017-18** (Pages 81 - 84)

To consider the Board's work plan for the current municipal year and proposed work plan for 2017-18 and to receive any updates Members may wish to give on their agreed areas of interest relating to the work of the Board.

**7. Urgent Business**

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

### Board Members' Agreed Areas of Interest

- Show Me That I Matter - Councillor Rawlings
- Housing and Pathway Team - Councillor Stuart Barnes
- Education/Schools - Councillor Brooks
- Health - Councillor Runciman
- Placement Team, Fostering Service and Short Breaks – Councillor Cuthbertson
- Virtual Head and School for Children in Care – Councillor Brooks
- Connexions / Education, Training & Employment Councillor Gunnell

### Democracy Officers

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

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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

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Meeting	Corporate Parenting Board
Date	13 February 2017
Present	Councillors Rawlings (Chair), S Barnes, Brooks and Runciman
Apologies	Councillors Cuthbertson and Gunnell

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## **29. 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.

## **30. Minutes**

Resolved: That the minutes of the last meeting of the Corporate Parenting Board held on 21 November 2016 be approved and then signed by the Chair as a correct record.

The Assistant Director of Children's Specialist Services took this opportunity to update the Board on the Councils position on supporting unaccompanied asylum seeking children since the change in arrangements. He discussed the variety of provisions that brought children to the UK and confirmed York had joined up with all Local Authority's within the region to support unaccompanied children through the National Transfer Scheme.

Members noted that the whole region was expected to accommodate around 600 children but the final numbers could be significantly lower. In answer to some Members questions officers confirmed that the multi-agency approach allowed each child's needs to be individually assessed to ensure each child received the appropriate care and support.

The Board noted officers had been fully involved in all arrangements and agreed they had provided exceptional support to the agency.

### **31. Public Participation**

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

### **32. Children and Young People in Care Strategy - Young People's Version**

The Board considered a report that highlighted how a young person's friendly version of the Children and Young People in Care Strategy 2016 – 2020 had been designed by York's Children in Care Council, Show Me That I Matter Panel [SMTIMP].

On behalf of SMTIMP the Children's Rights Manager presented the young person's strategy. She explained how SMTIMP were asked to create a version that could be easily accessed and understood by children and young people. The Panel worked with the Children's Rights and Advocacy Service and City of York Council's Graphic Designers to produce a draft document that had also been presented to the Strategic Partnership for Children in Care on 7 February 2017.

The Board agreed the document presented a good summary of the priority actions set out in the Children and Young People in Care Strategy and congratulated SMTIMP for producing an exceptional document.

Resolved: That the children and young person's version of the Children and Young People in Care Strategy 2016 – 2020 be endorsed.

Reason: In order that Members' comments can be taken into account prior to the launch of the document.

### **33. Ofsted Inspection Outcome**

The Board noted that the outcome and findings of the recent Ofsted inspection of York's services for children in need of help and protection and care leavers would be reported at the meeting.

Officers gave an update and stated that Ofsted sent eleven inspectors to conduct a comprehensive inspection of all York's services for children and the City of York Safeguarding Children

Board (CYSCB) between 15 November and 8 December 2016 and published the findings on 7 February 2017.

Officers were pleased to announce that York was judged as 'Good' with 'Outstanding' aspects and that the CYSCB was judged as 'Outstanding' which was only the second Safeguarding Board in the county to be given the highest rating.

Officers confirmed the inspection was a no notice inspection and was one of the largest and most intense scrutinies of children's services. They highlighted the areas the inspection team focused on including secure front door arrangements and the journey of a child in care.

Officers discussed the findings and highlighted some of the strengths reported by the inspectors which included:

- Social workers know their children well
- No child was unnecessarily looked after
- A relentless focus to find the right placements
- The voice of a child was heard
- Educational needs of Looked After Children were met.
- The Local Authority had high aspirations for care leavers
- An established Children's in Care strategy
- Relationships were strong with care leavers
- No child receiving a service was left unsafe
- Partnership working in the City was seen as a significant strength
- Children Social Care development plans were considered to be well informed and likely to be effective in further improving the service.

The small areas for development were then identified and officers stated that work had already begun to improve resources.

The Board congratulated all involved and agreed the results were a testament to how York worked and were encouraged even further to note that the areas for development were already being acted upon and that the ambition from staff was now to go from 'Good' to 'Outstanding'.

Resolved: That the outcome and findings of the recent Ofsted inspection of York's services for children in need of

help and protection and care leavers be noted and commented on.

Reason: To clarify any issues arising, to comment on the findings in preparation for receiving an action plan to address any areas identified for further development at a future Board meeting.

#### **34. Meeting the Health Needs of Looked After Children**

The Board noted the most recent analysis of local arrangements for ensuring that the health needs of looked after children had been discussed and reviewed by the Strategic Partnership for Children in Care on 7 February 2017.

The Designated Nurse for Safeguarding Children and Children in Care confirmed that in 2016 colleagues from health and the Local Authority agreed to undertake a 'benchmarking' exercise in order to understand how the current arrangements in York were meeting the standards set out in the statutory guidance on promoting the health and wellbeing of looked after children.

The Board noted that the exercise confirmed the existing services within York were meeting health needs of children and young people well and that the areas raised for improvements had led to the development of a joint Local Authority and health action plan. The plan had been agreed by the multiagency Children in Care Strategic Partnership and was now monitored by this group.

The Board were made aware of the key issues and associated actions to develop services which included improvements within the timeliness of health assessments and improvements to ensure children, young people, including those leaving care, understand their health needs.

The Board thanked officers for their update and welcomed the introduction of a 'Health Passport' to all children and young people in care.

Resolved: That the presentation of progress towards the full compliance with the guidance set out above be considered.



Reason: To clarify any issues arising, to comment on progress and in preparation for receiving an updated health action plan (informed by the findings of the Ofsted and CQC inspections undertaken in November and December 2016 and whose combined findings will be available for the April 2017 Board meeting)

**35. Meeting the Emotional and Mental Health Needs of Looked after Children**

The Board considered a report from the Assistant Director for Children's Specialist Services that provided a snapshot view of the current range of responses to and services available for safeguarding and promoting the emotional and mental health of looked after children.

Officers gave a brief overview of the current approach to supporting and responding to the different emotional and mental health needs of looked after children which included a programme of continuous training, advice and support to foster carers, social workers and pastoral school staff to ensure they were in a position to recognise and respond to a child's needs as appropriate. To also support the frontline practitioners and looked after children a range of Emotional Literacy Support Assistants, School Cluster Well-being Workers and Primary Mental Health Workers had been created.

The Board thanked officers for their update and noted that the best way to secure children and young people's emotional and mental health was to facilitate and secure their engagement in a 'normal' life and for the more serious needs early identification and timely expert help was essential. They also noted that officers should continue to develop a range of responses tailored to the unique need of each child and young person and they welcomed a full report at the June 2017 Corporate Parenting Board.

Resolved: That the report be noted.

Reason: To clarify any issues arising in preparation for receiving a detailed service development action at the June 2017 meeting.

**36. Corporate Parenting Board Work Plan 2016-17**

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

Resolved: That the workplan be noted.

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

Cllr Rawlings, Chair

[The meeting started at 5.00 pm and finished at 6.10 pm].



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**Corporate Parenting Board**

10 April 2017

Report of the Head of the Virtual School - Children, Education and Communities

**2015-16 Annual Report of the Virtual School****Summary**

1. The purpose of this report is to provide members with information about the activities of the Virtual School Head teacher, the Virtual School and the 2015/16 educational outcomes of York's children and young people in care. Data contained within this report is for young people who were within the authority's care during the academic year 2015/16.

**Background**

2. The Corporate Parenting Board acts as the governing body of the Virtual School and are there to support and challenge the self evaluation processes of the Virtual School and to monitor the implementation of its improvement plan in order to ensure that children and young people in care in York achieve the best learning outcomes to support them to achieve good outcomes in the next phase of their education, employment or training.

**Consultation**

3. The Virtual School Head regularly meets with Show Me That I Matter and the Teenage Foster Carers group to ensure that their views and opinions are taken in to account when making strategic decisions.

**Options**

4. There are no specific options associated with this report.

## Analysis

5. The 2016-17 annual report will be finalised and presented to members of the board in the autumn of 2017 and will incorporate comments received on the format and structure of the 2015-16 report.

## Council Plan

6. Children and Young People in Care: York's Strategy 2016-2020  
'Children and young people receive a planned and stable education which enables them to fulfil their educational, social and emotional potential, and have high aspirations for the future.'

## Implications

7.
  - **Financial** –
  - **Human Resources (HR)**
  - **Equalities** - The work of the Virtual School is to advocate and support children and young people in care to ensure that they are treated equally and narrow the educational gap with their peers.
  - **Legal** – There are no legal implications.
  - **Crime and Disorder** There are no crime and disorder implications although retaining children and young people in education is known to reduce criminality and disorder.
  - **Information Technology (IT)** None
  - **Property:** None
  - **Other:** None known.

## Risk Management

8. There are no known risks. All staff in Virtual School are DBS checked.

## Recommendations

9. Members are asked to note the contents of the annual report and provide feedback to the Virtual Headteacher about the format, structure and

content of the report to aid the development of the 2016-17 annual report.

Reason: To keep Board Members updated on the Virtual School and the 2015/16 educational outcomes of York's children and young people in care.

## Contact Details

### Author:

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[sarah.clarke@york.gov.uk](mailto:sarah.clarke@york.gov.uk)

01904 642 611 ext 226

07767318131

### Chief Officer Responsible for the report:

Report Approved



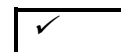
Date 27/3/17

Maxine Squire  
Assistant Director, Education and Skills  
01904 553007

**Specialist Implications Officer(s)** None

**Wards Affected:**

All



**For further information please contact the author of the report**

### Background Papers:

None

### Annexes

Annex A: 2015-16 Annual Report of the Virtual School

### Abbreviations used in annex to report

CAMHS Child and Adolescent Mental Health Service

CEC Children, Education and Communities (Directorate)

CH Consultant Head

CiC Children in Care

CLA Children Looked After

CSES	Children's Services, Education and Skills
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DMT	Directorate Management Team
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
EET	Education, Employment or Training
GCSE	General Certificate of Secondary Education
HMYOI	Her Majesty's Young Offender Institution
IRO	Independent Reviewing Officer
LA	Local Authority
LAWW	Learning and Wellbeing Worker
MSP	My Support Plan
NEET	Not in Education, Employment or Training
OOA	Out of Authority
PEP	Personal Education Plan
PGCE	Post Graduate Certificate of Education
SAT	Standard Assessment Test
SEN	Special Educational Needs
SEND	Special Education Need and Disability
VSH	Virtual School Headteacher
YOT	Youth Offending Team

# REPORT TO THE CORPORATE PARENTING BOARD

## MARCH 2017

### Author:

SARAH CLARKE (VIRTUAL SCHOOL HEAD -VSH)

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## 1. PURPOSE OF THE REPORT

The purpose of this report is to outline the activity of the Virtual School Head teacher, the Virtual School and the 2015/16 educational outcomes of York's children and young people in care. It reflects on the achievements and identifies areas of development to achieve the best outcomes for the children and young people for whom we are corporate parents.

Data contained within this report is for young people who were within the authority's care during the academic year 2015/16.



## 2. CONTEXT

### 2.1 National Context

The idea of a Virtual School Head was first outlined in the White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Directors of Children's Services are given a statutory responsibility to make sure that a local authority promotes the educational achievement of their looked after children and young people regardless of where they are placed.

The Children and Families Act (2014) amended Section 22 of the Children's Act (1989) placing a statutory responsibility on all local authorities to appoint a Virtual School Head (VSH) to promote the educational achievement of looked after children and young people. It is the responsibility of the Director of Children's Services and Lead Member for Children's Services to ensure that these duties are carried out.

The role of the Virtual Head has had additional responsibilities placed upon it by the DfE document 'Promoting the Education of Children Looked After, statutory guidance for local authorities' (July 2014). This document states that:

VSHs are in place and have the resources, time, training and support to discharge their duties effectively;

VSHs have robust procedures in place to monitor the attendance and educational progress of the children their authority looks after (whether placed in or out of authority);

VSH must maintain an up to date roll of the Local Authority's Children and Young People in Care who are in school or college settings and gather information about their education placement, attendance and educational progress and attainment.

VSH must inform Head Teachers and Designated Teachers in schools if they have a child or young person in care from their local authority on their roll;

Ensure Designated teachers, social workers, IROs, carers and school staff understand their role in initiating, developing, reviewing and updating each child or young person's Personal Education Plan (PEP) and ensuring their identified needs are met.

Ensure that up to date, effective and high quality PEPs focus on educational outcomes and ensure that all children and young people in care (who do not have a My Support Plan – MSP- or Education, Health and Care Plan –EHCP- which count as PEPs in York) have an up-to-date and effective PEP.

Ensure that the educational progress and achievement of the Local Authority's looked after cohort is seen as a priority by everyone involved in their welfare.

Report regularly on the attainment of children and young people in care through the authority's corporate parenting structure.

## 2.2 Context in York

From November 1<sup>st</sup> 2015 the role of Virtual School Head is held by Sarah Clarke. The role is both strategic in influencing practice and operational in training and supporting professionals working with looked after children and young people. Prior to this the role was held by Tricia Head, Head of Danesgate Community and she remains as a Consultant Head (CH) to provide advice and support and input on strategic innovations within the Virtual School.


## 2.3 Staff in the Virtual School from 03/09/2016

Name	Title	Contact details
Sarah Clarke	Virtual School Headteacher - VSH (teaching load of 2-6 hours pw)	sarah.clarke@york.gov.uk
Tricia Head	Consultant Headteacher (seconded from The Danesgate Community one day a week) -CH	tricia.head@york.gov.uk
Position vacant as of 31/08/2016	Specialist Teacher for Looked After Children (2.5 days a week) – SpT  Learning and wellbeing worker post to be advertised- LAWW	
Cathy Ardern	Educational Psychologist for CLA (2 days a week) - EP	cathy.ardern@york.gov.uk
Gill Clapham	Education Work Advisor CLA (4 days a week) - LAWA	gill.clapham@york.gov.uk
Susan Large	Administrative Assistant (seconded from Danesgate for 3 days a week) -AA	susan.large@york.gov.uk

Other LA colleagues give of their time to be part of the Virtual School senior leadership team – these are Maxine Benson (Early Years Consultant), Karron Young (School Improvement Adviser, Primary), Mike Jory (School Improvement Adviser, Secondary) and Nikki Wilson (Children’s Rights Advocate). They meet regularly to ensure that priorities identified in the virtual school’s improvement plan are being addressed. Strategic input, support and advice is also given by Maxine Squire, Assistant Director of Education and Skills who oversees the work of the Virtual School and reports to the Director of Children’s Services, Jon Stonehouse.

The VSH works closely with the SEN Manager, Lisa Abel, and the SEN Information Systems/Finance Co-ordinator, Ben Drake, to ensure that those looked after children and young people with special educational needs and/or disabilities are well supported whether in City or out of area.

The VSH also reports to the Corporate Parenting Board, CEC Extended Directorate Management Board and the Strategic Partnership Board who oversee the work of the Virtual School and support and challenge its work ensuring it meets its statutory duties and is working with schools and other partners to narrow the gap.



### 3. ROLE OF THE VIRTUAL SCHOOL

The Virtual School has the responsibility for monitoring, supporting and providing interventions to ensure that children and young people in care achieve the best outcomes possible. We strive to do this by:

- Leading training for schools, foster carers, trainee teachers and social care.
- Quality assuring all PEPs;
- Monitoring and challenging schools to use the Pupil Premium Plus funding to improve the educational outcomes for children and young people;
- Tracking the progress, attendance and exclusions of York's children and young people in care;
- Using our tracking data to identify children and young people who are not making expected progress and using the School Improvement Team to support and challenge schools to get them back on track;
- Working with the SEND team to ensure that children and young people with SEND are identified and provided with the support they need;
- Providing support and challenge to schools, carers and students.
- Ensuring effective transitions between schools or providers;
- Working with partners to promote high aspirations and opportunities for education, employment and training and remove barriers to further education;
- Celebrating attendance and end of key stage success.

## 4. LINKS TO OTHER STRATEGIES AND ACTIONS GOING FORWARD OR ONGOING

### Aspects of York's Guarantee<sup>1</sup> to children and young people

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#### RESPECT

We will make sure you are always treated with respect, and we'll make sure you know about your rights and entitlements when you first come into care.

*The Virtual School treats all children and young people with respect and listens to their voice and, where appropriate, advocates for them within schools. We work to involve young people, wherever possible, in the design of services and information and to provide them with opportunities which show they are valued. For example, the Chair and Co-chair of Show Me That I Matter presented at the National Association of Virtual School Heads Conference in York this year.*

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#### SUPPORT WITH SCHOOL

We will support you with school and help you catch up if you fall behind. We will also make sure you know about support available if you move on to college or university.

*The Virtual School works with schools to ensure that children and young people are provided with additional resources, tutoring (in some instances) or help in order to catch up. We work with Learning and Work advisors, (LAWAs, Pathways, Higher York and other agencies to offer information and support to ensure young people can transition to college or university successfully.*

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<sup>1</sup> Show Me That I Matter, the Children's Care Council chose 'guarantee' over the word 'pledge' as they better understood the meaning of this word.

## Children and Young People in Care: York's Strategy 2016-2020

*'Education: Children and young people receive a planned and stable education which enables them to fulfil their educational, social and emotional potential, and to have high aspirations for their future.'*

### **The Virtual School will:**

Work with social care to ensure, wherever possible, continuity of education.

Will tackle the challenges around educational attainment with increased vigour and purpose.

Will review and implement as appropriate the recommendations of the Rees Centre report 'Educational Progress of Looked After Children.'

Will focus on the completion rate of Personal Education Plans (PEPs) and improve consistency and quality.

*'Emotional Wellbeing and Mental Health: Children and young people have any need for emotional support recognised and addressed, and have the knowledge and skills to achieve emotional resilience and self-confidence.'*

### **The Virtual School will:**

Continue to deliver training to schools about the neuro-science of developmental trauma and attachment issues and provide strategies to use to help children and young people develop emotional resilience and self-confidence.

Be involved in working with the 'Wellbeing workers' to ensure that children and young people have the skills and knowledge to manage their thoughts, feelings and behaviour and be better ready to learn as a result.

Work with partners in CAMHS to support those at Tiers 3 and 4 in and out of services to get the support they need to continue with their education.

### **Moving to Adulthood**

#### **The Virtual School will:**

Ensure advice, guidance and support for young people promotes the optimum education, training and employment options. Pupil Premium Plus will be used to fund the post of a 0.8 Learning and work adviser (LAWA) to support those vulnerable to becoming NEET and oversee the work of other LAWAs in relation to looked after young people.

## 5. SCHOOL ROLL AND CHARACTERISTICS

The Virtual School is made up of the whole cohort of school aged Looked After Children where York is the corporate parent but they may live and be educated anywhere. In July 2016 that cohort was 141 5-16 year olds, 69% were educated in York with 31% in a range of schools across the country.

5.1 Number of pupils by phase and location, including numbers of pupils placed and educated in Out of Authority placements

2016/17 (September may change)	Primary	Secondary	Total/%
<b>CYC CLA (5-16)</b>	55 (39%)	86 (61%)	141 (100%)
<b>Educated in York</b>	30 (54%)	67 (78%)	97 (69%)
<b>Educated OOA</b>	25 (46%)	19 (22%)	44 (31%)
<b>Mainstream in York</b>	28 (51%)	43 (50%)	71 (51%)
<b>Mainstream OOA</b>	22 (40%)	11 (13%)	33 (23%)
<b>Specialist in York</b>	2 (4%)	24 (28%)	26 (18%)
<b>Specialist OOA</b>	3 (5%)	8 (9%)	11 (8%)

5.2 Children by Year Group and gender, **July 2016**

Year Group (Total)	Boys	Girls	
<b>1</b>	<b>4</b>	<b>4</b>	
<b>2</b>	<b>4</b>	<b>2</b>	
<b>3</b>	<b>2</b>	<b>1</b>	
<b>4</b>	<b>6</b>	<b>5</b>	
<b>5</b>	<b>5</b>	<b>5</b>	
<b>6</b>	<b>5</b>	<b>3</b>	
<b>Total in Primary</b>	<b>26</b>	<b>20</b>	<b>Total Primary 46</b>

<b>Year Group (Total)</b>	<b>Boys</b>	<b>Girls</b>	
<b>7</b>	<b>8</b>	<b>3</b>	
<b>8</b>	<b>6</b>	<b>6</b>	
<b>9</b>	<b>9</b>	<b>7</b>	
<b>10</b>	<b>6</b>	<b>3</b>	
<b>11</b>	<b>8</b>	<b>10</b>	
<b>Total in Secondary</b>	<b>37</b>	<b>29</b>	<b>Total Secondary 66</b>



## 6. PLANNING FOR CHANGE

With the resignation of the Specialist teacher we have the opportunity to review what is needed in the virtual school in terms of resource and create a post which will meet our strategic and operational aims. To this end we are looking to appoint a member of staff who can work with the vulnerable cohort who struggle with mental health issues below CAMHS thresholds, who pose considerable challenge in mainstream education and are vulnerable to exclusion. The remit of the role will be to teach children and young people strategies to better manage their thoughts, feelings and exhibiting behaviours, to up-skill the teachers and staff working with them and maintain the children and young people in mainstream education wherever possible so that they can learn and achieve. This role will also maintain an overview of the impact of interventions on improving academic progress.

In the last year our partners in the School Improvement team have been making a valuable contribution in supporting and challenging schools around the attainment of children and young people in care. This work is to be extended with the School Effectiveness and Achievement Officers having children in care as one of their focuses when visiting schools. The aim is to continue to raise the profile of looked after children in schools, to support and challenge schools to be dogged in their focus on narrowing the gap for this cohort of children as well as providing support and challenge about how best to use the Pupil Premium Plus to support children and young people to make good or better progress.

## 7. EDUCATIONAL OUTCOMES FOR YORK'S LOOKED AFTER CHILDREN

### 7.1 Early Years Foundation Stage results and analysis

#### See Appendix A

Three children make up this cohort.

### 7.2 Key Stage 1 results and analysis

#### See Appendix A

Three children make up the cohort.

### 7.3 Key Stage 2 results and analysis

#### See Appendix A

Ten children were of an age to sit Key Stage 2 Standard Assessment Tests (SATs); five of these have MSPs or EHCPs. Eight sat at least some of the tests. Of the two who did not sit any of the tests one was at an independent school which did not sit the SATs (this has been followed up with them as they are still reporting in National Curriculum levels). For the second child it was considered detrimental for him to sit the tests as he would not be able to access them. This second child is undergoing regression therapy and his social and emotional needs and low attainment has led to the school, social worker and virtual head agreeing to his remaining in Year 6 for a further year and not transitioning to secondary school in September 2016 but instead September 2017.

Of the remaining eight children:

#### Reading

Reached the expected standard	Had not met the standard	Pre-key stage development
37.5%	37.5%	25%
66% Nat. non Looked After		
41% Nat. Looked After		

**Writing**

Reached the expected standard	Had not met the standard	Pre-key stage development
12.5% 74% Nat. non Looked After 46% Nat. Looked After	62.5%	12.5%

**Maths**

Reached the expected standard	Had not met the standard	Pre-key stage development
25% 70% Nat. non Looked After 41% Nat. Looked After	62.5%	12.5%

Going forward all areas need further work but Maths was of most concern with 75% overall not meeting age related expectations.

These results are set against a National picture (DfE, Outcomes for children looked after by local authorities in England, 31 March 2016 – SFR 12/2017, 23 March 2017):

	National (all)	Variation (+/-)	CiC, York	National CiC	Variation (+/-)
Reading	74%	-36.5%	37.5%	50%	12.5%
Writing	66%	-53.5%	12.5%	37%	24.5%
Maths	73%	-48%	25%	46%	21%

York's Looked After Children appear to have a significant attainment gap between the national *and* the national CiC data. With such small numbers of children in care to York in Key Stage 2 the data is statistically insignificant. Currently we are not able to isolate the results of those who have SEND needs and those without to refine the data set to see how

this would impact on the findings; 50% had MSPs or EHCPs which will impact greatly on the results. Next year with the Nexus Nova system we will be better able to isolate data to look at variables.

York as an LA has a focus on improving the teaching and learning of writing in schools and this will be developed over the next academic year which shows the biggest gap in attainment at Key Stage 2 for children in care with their peers. The Virtual School will continue to work with School Effectiveness and Achievement advisers in their work to support schools to meet the challenges of the new tests by teaching innovative and engaging curriculums. We will advise and support Head teachers about the outcomes for York's children in care so that they can focus their efforts on narrowing the attainment gap.

#### 7.4 Key Stage 4 results and analysis

See Appendix A

### Summary 2016 CLA outcomes KS4 Analysis:

2015 All Y11s (excluding Applefields)

Total	5+A-Ciem	5+A-C	5+A-G	1 A*-C	1+A-G	Year
18	3	4	11	7	16	2016
18	3	3	11	9	17	2015
20	5	6	12		18	2014
	17%	28%	66%	39%	89%	2016
	17%	17%	61%	50%	94%	2015
	20%	30%	60%		95%	2014

Results are consistent with previous years with a slight drop in the 1 A\*-C and 1+ A\*-G outcomes; this is an area for focus in 2016-17. We will work with schools to try and ensure that all young people leave with at least 1 A\*-G qualification and with more achieving 1 A\*-C.

Eighteen young people were entered for GCSE and vocational qualifications in summer 2016 of these all but two attained some qualifications. For those who gained qualifications there was a range of between 5-13 qualifications achieved. We know that if a young person is successful in gaining a qualification then they feel they can gain more and this has a positive impact on their life chances. The two who did not gain qualifications refused to engage with professionals who worked exceptionally hard to engage them and set up exam centres in their local communities so they could sit examinations without travelling; unfortunately their social and emotional issues prevented them from accessing the support or the provision set up for them and so they were unsuccessful in gaining a qualification.

In 2016 nationally 17.5% of looked after children obtained 5 A\*-Cs including English and Maths; York falls 0.5% short of the national average for looked after children. The Virtual School's increased focus on the quality of PEP targets and how these will impact on progress and attainment at Key Stage 4 is a focus this year.

Next year with the new Nexus Nova system in place we will progress to reporting on Progress 8 and Attainment 8 measures for our looked after cohort. Nationally looked after children progress less well than their non looked after peers, even when the proportion of those assessed as having an identified SEN is considered. York is working to address this through high quality PEPs with a focus on academic progress, termly progress data collection and analysis, usage of PP+ to narrow the gap and utilising the School Effectiveness and Achievement advisors to monitor, support and challenge schools to improve progress.

## 8. PROGRESS AND DEVELOPMENT AROUND PERSONAL EDUCATION PLANS (PEPS)

A PEP is a document which summarises educational provision for a child in care and, crucially, highlights targets for the year and additional support needed. Improving the quality and completion of PEPs was an Ofsted action point from the May 2012 inspection. My Support Plans (MSPs) and Education Health Care Plans (EHCPs)/Statement reviews count as PEPs in York. EHCPs are reviewed by the SEND team but the Virtual School also quality assures MSPs and EHCPs in terms of short term objectives and use of PP+. The current PEP (including MSP and EHCP) completion rate is 78%. This is not good enough and one of our Virtual school improvement focuses for this year is working with schools and social care to ensure that these are completed in a timely manner and to a high standard. We anticipate that the new focussed Permanent Placement social care team will mean that there will be a marked improvement on PEP completion and quality. The Virtual School will monitor this closely to ensure it happens.

Last academic year the VSH re-wrote the PEP document, after consultation with mainstream settings, to make it a more usable and user-friendly document. The documentation can now be found on the Virtual School webpage:

<http://www.yor-ok.org.uk/workforce2014/Virtual%20School/peps>

Work is currently being undertaken to put the paperwork on to MOSAIC. Karron Young, Primary School Effectiveness and Achievement Adviser, and Mike Jory, Secondary School Effectiveness and Achievement Adviser, are working with Sarah Clarke to quality assure the PEPs on a regular cycle so feedback can be given to schools and designated teachers on their quality and areas for improvement. Since the new paperwork has come in to effect and with direct support to schools the quality of PEPs has improved. This year we are embedding a data collection calendar linked to payment of the Pupil Premium Plus which we hope will lead to improved completion rates. We held a Designated Teacher Conference on 7<sup>th</sup> December 2016 with a key focus on the quality of long and short term PEP objectives and narrowing the gap.

## 9. TRAINING PROVIDED BY THE VIRTUAL SCHOOL

During the course of 2015/16 the following training was planned and delivered:

### **Developmental Trauma and Attachment Theory and Practice Training (VSH)**

8<sup>th</sup> September 2015 - Archbishop of York's Junior School (whole staff)

7<sup>th</sup> October - Copmanthorpe Primary School (whole staff);

20<sup>th</sup> October – Training all Early Years Foundation Stage leads, New Earswick Folk Hall (VSH – three x two hour sessions);

17<sup>th</sup> February – York St John psychology students

20<sup>th</sup> April – Osbaldwick Primary (whole staff)

4<sup>th</sup> May – Fountains CE Primary School, North Yorkshire (bespoke whole staff for boy who moved there)

11<sup>th</sup> May - Hemingbrough Primary (whole staff)

19<sup>th</sup> May - St Lawrence's (whole staff)

6<sup>th</sup> June – Knavesmire Primary School (whole staff)

13<sup>th</sup> June – The University of York PGCE students

### **Lunchtime Supervisors' Training**

12<sup>th</sup> January - Yorkshire Room, Cliffe Primary (VSH/SpT)

18<sup>th</sup> May – Hemingbrough Primary School, North Yorkshire (several York children)

### **Designated Teachers' Cluster**

20<sup>th</sup> January – West Offices (VSH, EP, SpT) – The Roles and Responsibilities of a Designated Teacher

1<sup>st</sup> March – A Child's Journey Through Care

Foster Carers' Training: Supporting Your Child in Education

18<sup>th</sup> November – West Offices (SpT)

13<sup>th</sup> April – West Offices (SpT/VSH)

### **Pathfinder Mental Health Conference**

9<sup>th</sup> February – presented strategies to support children and young people learn from and manage their thoughts, feelings and challenging behaviours (VSH)

### **CAMHS Cluster Pilot: Developmental Trauma and Attachment Theory and Practice**

14<sup>th</sup> April – Millthorpe Library (EP/VSH)

27<sup>th</sup> April – Tang Hall (EP/VSH)

24<sup>th</sup> May – Archbishop Holgate's (EP/VSH)

In 2015/16 PAC-UK used government funding to deliver training in Fulford School, Acomb Primary and Joseph Rowntree School on Attachment.

**Developmental Movement Trauma** – getting movement right in the early years and how to re-visit in older children (Karen Doyle) - 2<sup>nd</sup> March 2016 – Childminders, Nursery and Reception teachers and foster carer

*“Understanding the experience of the abused and neglected child is an intervention in itself.”*

#### **Calmer Classrooms**

Training has made a difference to teachers, TAs, foster carers and midday supervisors' attitudes towards the behaviour of children and young people in care seeing behaviour as an expression of their feelings enables them to try and understand what is being expressed and find solutions.

*“Your success as an educator is more dependent on a positive, caring, trustworthy relationship than on any skill, idea, tip or tool”*

#### **Professor Eric Jensen**

A change in attitude can be enough, however, teachers, TAs, foster carers and midday supervisors need to have a toolbox of techniques and so we work with schools and carers to advise on strategies that may help their child manage their feelings and progress. In 2016-17 we are doing some Action based research with Primary and Secondary schools to focus on the impact of strategies learned in the classroom.



## 9.1 Staff CPD and training opportunities summary

Basic CSE Awareness Training, Jack Raine Foundation – LAWA and VSH

Fresh Start Literacy Intervention, Danesgate – VSH

The Critical Friend, West Offices – VSH

Prevent training, on-line –VSH

Understanding School and Academy Finance, West Offices –VSH

Understanding SEN strip, Danesgate – VSH

No Wrong Door Conference – VSH, SpT, LAWA, EP

MOSAIC training – VSH, SpT

Pathfinder Mental Health Conference – VSH/CH

PAC-UK's 'Towards Joined-up working: Supporting children on their Journey through care and beyond'. (18<sup>th</sup> February) – VSH

Governor Training – VSH

Developmental Movement Trauma – getting movement right in the early years and how to re-visit missed movement in older children – Karen Doyle, Haxby Road – VSH/SpT

National Virtual School Heads Conference, York St John University -VSH

York Headteachers' Conference, Harrogate -VSH

Two Day Team Teach Training, Danesgate – VSH

EHCP evaluation and changes.

Speak Up taster –VSH/SpT/LAWA

Children and young people's plan –VSH/SpT

N.B. The LAWA completed additional training through the Connexions team and by attending up-date training provided by York College.

## 10. COLLABORATIVE WORKING

Regular meetings with Secondary Designated Teachers and Primary Designated Teachers where there were challenges and support and advice needed;

Regular meetings with social workers, IROs and Designated Teachers at CCRs/PEPs;

Support and advice given to social workers and IROs as needed;

Member of Joint Panel -VSH;

Member of CSES Extended Directorate Management Team (DMT) -VSH;

Member of Strategic Partnership (formerly MALAP) – VSH/CH;

Member of PAC-UK Education Advisory Group – VSH;

Member of National Association of Virtual School Heads (NAVSH) – VSH;

Yorkshire and Humber Virtual School Heads meetings – VSH;

Forensic Panel (as needed) – VSH;

Attachment Friendly Schools – working with adoptive parents, adoption social care and school partners to work on how best to provide support and advice to schools, adoptive parents and children and young people –VSH;

Innovation Project sprints, work on devising the best ways to engage and support foster carers and improve placement planning – VSH;

Making York Home Project member –VSH;

Higher York – providing aspirational opportunities such as the Whistle Stop Campus Tour to young people in care –VSH/SpT/LAWA;

The Children’s Trust – Takeover week –VSH/SpT/LAWA.

## 11. PUPIL ISSUES

## 11.1 Year 11 Destination Pathway July 2016

DESTINATION
Health and Social Care, Level 3
MPC & P/T job
CONSTRUCTION
LEVEL 2 ICT
Childcare Level 1
Childcare/H&S
NOT READY Recent move to HH working with Clare Hogan – YOT*
6 <sup>th</sup> Form –A levels
HMYOI*
Construction Level 1
Pregnant –NEET*
A levels
Childcare/ HS
6 <sup>th</sup> Form A levels
EMPLOYED
LEVEL 1 ANIMAL MAN
LEVEL 1 ANIMAL MAN
APPRENTICESHIP – NHS

\*Concerns for transition. Will need additional support from LAWA.

Primary attendance 2015/16	
Year 1	Range 96.88-100% Average 97.46%
Year 2	Range 87.82* -99.33% Average 96.2%
Year 3	Range 92.33-100% Average 98.4 %
Year 4	All had 100% attendance (7 children)
Year 5	Range 93.62-100% Average 99.1%
Year 6	Range 91.81-100% Average 98.7%

\*GH came in to care on 10<sup>th</sup> February and our system only reports from then so looks like absent on system. During reported period GH had 8 unauthorised and 13 authorised absences.

There are some concerns for a minority of children in Key Stages 1 and 2 whose attendance falls below the nationally accepted level of 95%. However, the majority of children have excellent attendance; Year 4 being an exceptional cohort in terms of attendance.. The Virtual School monitor attendance and work, if appropriate, with schools and foster carers to improve it.

## Secondary attendance 2015/16

Year 7	Range 94.92-100% Average 99.5%
Year 8	Range 88.74*-100% Average 97.6%  *A boy had several long exclusions and a placement breakdown exacerbated by one of the carers having a terminal illness.
Year 9	Range 78.26*-100% Average 97.4%  *A girl was Section 3 (her mother has a terminal illness).
Year 10	Range 87.50-100% Average 97.25%
Year 11	Range 83.14-100% Average 96.3%

Key Stage 3 and 4 attendance for *some* young people remains a concern. We monitor this closely. The low absence rates are largely for children who are educated in the specialist provision at Danesgate Community and we are aware through monitoring and dialogue that staff work tirelessly with foster carers and other professionals to get young people in to school and engaged in learning but that a minority remain hard to reach. Low attendance obviously has an impact in terms of their individual progress. However, the majority of young people in Key Stages 3 and 4 have good attendance and this is seen in all of the average attendance figures being above 95%.

### Celebrating 100% attendance

This year we had a new initiative which was to send 100% attendance certificates to children and young people termly with a ticket going in to an end of year draw for a £100 book token. Children and young people could receive a maximum of 3 tickets in the draw. Feedback from foster carers was good and reported that children and young people liked receiving the certificates and wanted to have 100% attendance to get a prize draw ticket. One young lady who was distressed when her attendance fell below 100% was sent a personalised card saying we understood that she was trying her best and having to attend a funeral and a dental appointment were necessary absences. KR, a year 3 girl at Haxby Road Primary Academy, won the £100 prize drawn on the last day of the summer term.

### Exclusions

Year group	Number of exclusions	No. of days	Gender/ Total no.cyp excluded
7	1	1	Male
	Total 1	Total 1 day	Total 1
8	1	2	Male
	Total 1	Total 2 days	Total 1
9	2	4	Female
	2	6	Female
	5	8	Female
	1	5	Male
	1	0.5	Male
	Total 11	Total 23.5 days	Total 5
11	3	6.5	Male
	4	4.5	Male
	1	0.5	Male
	1	1	Female
	Total 9	Total 12.5	Total 4

There were no permanent exclusions.

### Admissions and numbers of pupils admitted within statutory 20 school day timeframe

All children in York are admitted to school or specialist provision within the 20 school day timeframe.

#### Pupils with disrupted education and remedial/management action

We have four children who have had disrupted education where they were not placed during the statutory 20 school day timescale. This was largely due to their being placed out of area and having serious mental health challenges which impact on their ability to access mainstream education. One young man is now accessing education in a CAMHS facility, one is engaging with tuition in the home (10 hours -this is under review), one is accessing tuition outside the home (8 hours- English & Maths) and within the home (2 hours –Science) as an interim measure prior to integration back in to a mainstream school (total 10 hours) and the final young man was integrated in to a mainstream primary school after a slight delay so that the whole school staff, foster carer and her network of support could undertake bespoke training on Developmental trauma and attachment difficulties and strategies to use to support the young man in school. This last school placement has managed to retain the young man and the foster placement has invested in the young man which can be seen as a success.

#### OFSTED status of schools and provisions

	Primary Schools			Secondary Schools			Specialist Schools		
	RI	Good	Outst	RI	Good	Outst	RI	Good	Outs
York	3	9	1	1	5	3	0	3	0
OOA	2	8	3	1	5	1	1	6	1
Total	5	17	4	2	10	4	1	9	1

The City of York use the DfE statutory guidance 'Promoting the Educational Achievement of Children Looked After' (July 2014) and DfE statutory guidance, 'Out of authority placement of looked after children (July 2014) in making applications and allocations of school places for children and young people in care.

The Virtual School has worked with social care to ensure that wherever possible and practicable young people who have moved educational placements have been placed in 'Good' or 'Outstanding' schools as quality first teaching is a key factor in children making good or accelerated progress. The majority of York's children and young people in care are placed in 'Good' or 'Outstanding' schools. In York the School Effectiveness and Achievement advisers have a focus on looked after children in 'Requires improvement' schools during visits to ensure they are making good progress. The Virtual School closely monitors the progress of children in out of area 'RI' schools and challenges, supports and advises as appropriate.

### **Details of all pupils receiving alternative education and individual plans for their return to mainstream education (if applicable)**

Two year 11 students from mainstream York schools access alternative provision through Danesgate Community:

Male (Monday Ad Astra via Danesgate and Friday pm catering)

Female (Hair & Beauty Mon and Friday mornings)

All the children and young people who attend Danesgate Community who are looked after receive alternative educational provision and individual plans are available at the school. There are termly reviews to discuss whether a return to mainstream is possible. One Year 7 boy is attempting a transition back to mainstream currently but this has been impacted on by a placement breakdown and a move out of area to a foster placement. The foster carer is working with Danesgate Community and the mainstream school to provide continuity of education.

### **Details of all children missing from education and management action to locate and place them**

York did not have any looked after children missing from education. We had one North Yorkshire looked after child missing education in York and this was followed up by the Virtual School and School Services and was due to an extended period out of education in order to bond with prospective adoptive parents.



### Use of funding available to the Virtual School

The Virtual Head post is funded by the City of York Council. All other posts are paid for through Pupil Premium funding to enable monitoring of attendance and progress and to aid clear transition pathways into education, employment or training post-16. The top-slice of £300 was agreed at Heads Forum to fund the work of the Virtual School in supporting and challenge schools.

The Pupil Premium is paid to schools in three retrospective payments:

Autumn term	-	£500
Spring term	-	£600
Summer term	-	£500

During 2016/17 we are moving to a data collection calendar which will mean that schools have to produce either a high quality PEP or a review of PEP with clearly identified usage of Pupil Premium Plus and expected impact alongside progress data each term in order to qualify for their Pupil Premium funding. Through the School Improvement Team there will be greater challenge around the use of Pupil Premium and Heads will be provided with an insight into best practice with regards tracking, analysing data and putting systems in place to enable good or better progress in the disadvantaged cohort. Those schools who are not using Pupil Premium effectively will not receive it and this will be used to enable services to be provided externally to support the child or young person.

### The use and impact of funding on pupil achievement

The Pupil Premium has been used in a variety of ways. One example was the purchase of a Hudl to film the impact of developmental movement therapy in order to have examples to show colleagues from Early Years and Primary how to re-visit missed movement in older children and the impact on children's educational progress during training sessions. This project is being run in conjunction with Tower Hamlets. The project is being developed further this year with the hope that we can train all Early Years SENDOs and further offer training to Nursery, Reception and Primary teachers as well as foster carers.

For two OOA looked after children some Pupil Premium was used to fund transport to a 'Whistle Stop Campus Tour' set up by Higher York. During the Higher York tour young people in care met care leavers and other disadvantaged young people who were able to show that education was accessible and achievable for them. This has resulted in one young lady re-focusing on her academic achievement as she now sees university as something attainable for her and the other maintaining her commitment to work hard to attend university one day.

Having an Education Work Advisor (formerly Connexions advisor) attached to the Virtual School has led to secure transitions to education, employment or training (EET) and young people being found alternative EET where the transition was not secure in a timely manner.

The Specialist teacher has worked with children and young people and has had impact in preventing permanent exclusions by supporting and advising staff and working with children and young people to learn strategies to manage their thoughts, feelings and behaviour. The Specialist teacher also worked with two young people. One year 12 who was re-sitting GCSE Maths achieved a grade C in November 2015 and a year 11 achieved GCSE Maths grade C in the summer 2016 examinations. These students were both a risk of not achieving C or above in these examinations.

<b>CLA Funding Pupils Per 15/16</b> <b>SSDA903 Return</b>		<b>Pupils Nos</b>	<b>Allocation</b>		<b>Total</b>
			£	£	£
	CLA Pupil Funding from DfE	175	1900		332500
	Top Slice PPG CLA Funding to be held by CYC on UB500	175	300		-52500
	Funding available to Pass Out to schools				280000
	Transfers out to schools				
	<b>York schools</b>			138993	
	<b>York Academy Schools</b>			32251	
	<b>CSES Contractual Placements</b>			12048	
	<b>Other educational Establishments</b>			96239	279531
	<b>Unallocated Funding to be used for the In Year CLA pupils not on the 15/16 SSDA903 Return</b>				469

## IMPACT OF THE VIRTUAL SCHOOL

### Using data to inform and drive progress

The VSH in conjunction with the School Improvement leads and schools monitors progress and has used this in the following ways:

Directing Specialist teacher to tutor young people to achieve C grades in Maths (intervention successful; both achieved Cs);

Challenging school that student's grades were slipping and they would not be achieve their aspirations –achieved 8 A\*-C GCSEs;

School Improvement leads using data to go in to schools and complete a Pupil Pursuit to analyse what needs to change for progress to be accelerated and support teachers to put support/interventions in place. Progress accelerated;

Challenging RI school re lack of progress, training and working with school and foster carer to achieve good progress. Progress accelerated.

### Children out of authority

The VSH works with local Virtual School Heads and teams to ensure children and young people get in to 'Good' or 'Outstanding' schools or schools which are considered to have a positive impact on the progress and achievement of children and young people in care.

Where appropriate, supporting and training out of area schools in order that they can maintain challenging looked after children in mainstream settings.

Work with OOA colleagues to ensure assessments are carried out and EHCPs are put in place for those who need them.

Complete, where appropriate, one to one work with children to teach them strategies to manage their thoughts, feelings and resultant behaviours in order to maintain their mainstream school placement.

Attend child care reviews if there are educational concerns to advise, support and challenge so that children and young people are able to progress.

A member of Virtual School team to visit out of area settings at least once per year to meet child and talk to staff about progress, attainment, wellbeing and transition planning.

### Children with a plan for adoption

We work closely with adoption services and have a regular 'Attachment Friendly Schools' meeting to ensure that we are providing adoptive parents with the advice they need so they feel supported. We work with schools and settings where appropriate to sign post to agencies which can support them or to offer training on Developmental Trauma and Attachment and useful strategies to employ with adopted children.

### Children in foster care

Monitor progress and challenge schools if children are not meeting their targets.

Monitor attendance and exclusions and work with schools to find solutions to issues e.g. managing a Year 10 girl by enabling her to do a hair and beauty course at Danesgate which enables her to maintain her mainstream school place.

Celebrate good attendance – 100% attendance certificates.

Attend PEP meetings as appropriate.

Support foster carers to help the children and young people learn and progress as appropriate e.g. providing 'Happiness Diary' to boost mood of primary age child and 'writing cubes' to encourage writing skills at home.

Work with social care to either maintain school placements or organise smooth transitions or 20 day admissions when there are emergency placement moves that require a change of educational provision.

### Children in residential settings

Visits with social care to quality assure provision, meet children and young people to hear their views and challenge schools and settings when they are not meeting the child or young person's needs. Work with social care to find alternative appropriate provision if necessary.

### Children with disabilities

Work with colleagues in the SEND department to ensure children and young people's needs are met. Support schools with the MSP/EHCP process. MSPs and EHCPs are quality assured by the SEND department who send a copy to the Virtual School.

## Case Studies

Individual, anonymised, case studies include work with one secondary and one primary age child as exemplar of the work of the virtual school.

Child A– placed at local ‘Good’ PRU following a placement move from OOA foster carer to local York foster carer. Integrated well and started making progress. Mum’s health deteriorated; mum terminally ill. Risk increased. Moved to OOA placement on CAMHS advice. Worked with social care to complete In Year admissions, after requesting advice from local Virtual School Head and Admissions Team. One admission refused. We were told confidentially by local VSH that they had gone in to Special Measures during a recent OFSTED inspection – we would not place at a failing school. Re-applied. Meanwhile Child A’s risk increased and they were sectioned in a CAMHS institution. Liaised with education staff in CAMHS institution. Child A started education whilst having treatment. Visited Child A three times to see if they were alright, were progressing and to plan for discharge. Completed In Year application for schools after liaising with VSH in LA they moved to for bespoke residential care. Coordinated tuition outside of the home to support them back in to education to assess their ability to manage education following their Section 3 admission and build them back up to full-time in a mainstream setting. Liaison with home, social worker and IRO re education plans to ensure will meet their needs.

Child B– VSH attended CAMHS meeting. Offered training to school and foster carer to support maintaining them in placement. Before school had time to have training delivered placement broke down. Moved to temporary placement. Liaised with former school to see if Child B could return. Incident with foster carer meant could not return. Found alternative school setting near new foster carer rated as ‘Good’ and went to visit school with foster carer and advisor. Trained whole school staff, foster carer and their support network on specific needs of Child B related to Developmental Trauma and Attachment and provided strategies to support. Keep in contact with foster carer to monitor resilience and contact with school to monitor progress. Keep reviewing if additional tuition is needed to fill in gaps of education- needed but placement feels this would place undue pressure on stability at present.

Sarah Clarke

11/11/2016

Updated 24/03/17 Following SFR 12/2017, 23 March 2017

## APPENDICES

## Appendix A

See attached sheet.

## Appendix B

Promoting the Education of Looked After Children can be found on this hyper link if desired:

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

## Appendix C

Pupil Premium for Virtual School Heads' Responsibilities

<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

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### Early Years Foundation Stage

	GLD	LA	U	Spe	M&H	HSC	SC/SA	MFB	MR	Rea	Wri	Num	SSM	P&C	Wld	Tech	EMM	BI	Prime	Specific	All Areas
Pupil A	N	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	10	9	19
Pupil B	Y	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	16	18	34
Pupil C	N	1	1	1	2	2	2	1	1	1	1	1	1	1	1	2	2	2	11	12	23

Good Level of Development (GLD) - CLA 33.33%

Good Level of Development (GLD) - York 74.1%

The two children who did not make GLD have made significant progress in their development against the early learning goals from low starting points on entry to reception classes.

## Key Stage 1 data

	Reading	Writing	Maths	Science
Pupil D	WTS	WTS	WTS	HNM
Pupil E	PKG	PKG	BLW	HNM
Pupil F	EXS	WTS	EXS	HNM

## Analysis of Key Stage 1 results

In 2016 primary schools began reporting pupil attainment at the end of KS1 against the new National Curriculum without levels. This is a curriculum with raised expectations for pupils in all year groups and at each key stage.

The three children in Y2 in 2015/16 were all in out of area primary schools. Only one met the expected standard in Reading and Maths. Writing and Science are of concern as none of the pupils met the standard; two are working towards the standard in writing and one is at a pre key stage growing development. Pupil E has SEMH needs and these need to be addressed if he is to progress. This is something to be investigated with the school; ascertain whether Pupil Premium can be used to train a Teaching Assistant to develop his resilience and therefore improve his ability to engage with learning and outcomes.

Guide to codes:

EXS = at the expected standard

WTS = working towards the expected standard

HNM = Has not met the expected standard (in the test – need the scaled score to work out how much progress has been made against KS1 attainment, and the teacher assessment judgement)

PKG = Pre key stage growing development (won't have done the SATS test, this is only a teacher assessment code) – this has an allocated scaled score of 79 by the DfE

BLW = Below Pre key stage growing development score of 79.

Other numerical values are the scaled score on the test for reading and maths and allocated scaled scores for writing (by the DfE).

## Key Stage 2 data

SEND status	End of KS1 prior attainment			2016 Attainment		
	KS1 Reading	KS1 Writing	KS1 Maths	KS2 Reading	KS2 Writing	KS2 Maths
	L1	L1	L1	EXS	WTS	HNM
EHCP	L1	L1	L1	HNM	WTS	HNM
	L2C	L2C	L2A	EXS	WTS	EXS
	L2B	L2B	L2C	HNM	HNM	HNM
SEND Support	L1	L2C	L1	PKG	WTS	PKG
EHCP	L2A	L1	L2B	PKG	PKG	PKG
School Action Plus	L2B	L2C	L1	HNM	WTS	HNM
EHCP	L1	W	L1	PKG	PKG	HNM
SEND	L1	L1	L1	PKG	PKG	PKG
	L2C	L1	L2B	EXS	EXS	EXS

**Analysis of Key Stage 2 results:**

In 2016 Y6 pupils in primary schools took new, and more challenging SATS. Outcomes are now reported without levels. This is a curriculum with raised expectations for pupils in all year groups and at each key stage.

There were ten children in the Y6 cohort in 2015/16. Eight children participated in at least some of the end of key stage 2 statutory assessments (SATS). One child is placed at an independent school which did not administer SATS. The second child did not take the tests as he was unable to access them; he is remaining in Y6 until Sept 2017 as he is undergoing regression therapy owing to social and emotional needs.

Of the remaining eight children:

**Reading**

37.5% reached the expected standard for reading;

**Writing**

12.5% reached the expected standard in writing.

62.5% were working towards the standard.

**Maths**

25% reached the expected standard for Maths;

**Met all the standards**

Only one child met all the expected standards across reading, writing and maths (10%).

Going forward all areas need to see improvement but Maths is of most concern with 75% overall not meeting age related expectations.

These results are set against a local picture of 52% of all children in York reaching the standard for reading, writing and maths and a national picture (DfE, Outcomes for children looked after by local authorities in England, 31 March 2016 (SFR 12/2017, 23 March 2017))

of only 54% of children meeting the expected standards for reading, writing and maths overall. This means there is an overall 44% gap between the attainment of York's looked after children with national standards and a 42% gap between them and their peers in York.

## Key Stage 4 data

Special Need	Current placement	No placements	Other issues	No. GCSEs A*-C	No. GCSEs A*-G	Eng	Math	5A*-C	5A*-C (E&M)	No. quals	Voc Quals	ELC	Func Skills
School Action	2014	6		2	9	No	No	No	No	9	0	0	0
SEND	2008	3		0	1	No	No	No	No	6	0	0	5
SEND/MLD	2011	3		0	1	No	No	No	No	6	0	0	5
SEMH	2015	6		0	2	No	No	No	0	9	0	6	1
SEMH	2016	12		5	9	Yes	Yes	Yes	Yes	13	1	0	3
SEMH	2016		Drugs/ YOT	0	0	No	No	No	0	0	0	0	0
	2010	5		8	13	Yes	No	Yes	No	13	0	0	0
	2016	1		11	12	Yes	Yes	Yes	Yes	13	1	0	0
SEMH	2016	13		0	10	No	No	No	No	12	0	0	2
SEMH	2016	13	Mental health issues	0	0	No	No	No	No	0	0	0	0
SEMH	2014	5		1	8	No	No	No	No	10	0	0	2
SEMH	2015	4		0	5	No	No	No	No	7	2	0	2
SEMH	2015	4	Mum terminally ill	0	8	No	No	No	No	12	0	0	4
SEMH	2016	6	Bereaved -Mum Xmas	0	3	No	No	No	No	5	0	0	2
SEND	2015	5		0	8	No	No	No	No	8	1	0	0
	2009	4		7	7	Yes	Yes	Yes	Yes	7	0	0	0
SEMH	2015	10		1	11	No	No	No	No	13	6	0	2
	2012	8		0	8	No	No	No	No	9	1	0	0

## Summary of Key Stage 4 data

Total	5+A-Cinc E&M	5+A-C	5+A-G	1A*-C	1+A-G
18	3	4	12	7	16
	17%	22%	67%	39%	89%
18 (2015)	3	3	11	9	17
	17%	17%	61%	50%	94%

Two young people refused to engage with examinations despite having bespoke exam conditions provided for them and this meant they unfortunately did not achieve and also impacted on our outcome data.

### % of students achieving A\*-C in English and Maths

- York CLA 17%
- York 68.2% (Gap for York CLA of 51%)

It must be appreciated that developmental trauma and attachment impacts on the brain's development and a young person's ability to focus on education and significant numbers of this year's cohort have SEND or SEMH needs; however, the gap between York's young people in care with their peers is marked. York's small numbers of looked after children do make the figures statistically insignificant but each young person is important and working with mainstream schools and colleges to relentlessly focus on helping children and young people narrow the attainment gap is a primary focus for the Virtual School. We will use training, PEP targets and meetings with schools to ensure progress

### Destinations for Year 11 Leavers

89% of CLA have moved on to education, employment or training. Of the remaining 11% (2 young people) one is being educated at a HMYOI and the remaining young person is currently pregnant but is willing to re-engage with education once she has given birth.

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## **Corporate Parenting Board**

10 April 2017

Report of the Director of Children, Education and Communities

### **Update on implementation of Local Area Teams - their role in supporting vulnerable children**

#### **Summary**

1. In March and July of 2016 the Council Executive endorsed proposals to create Local Area Teams. Local Area Teams bring together a range of pre-existing services to form a new set of preventative arrangements for families from pregnancy through to adult hood. This paper provides an update on implementation of Local Area Teams following their launch in January 2017.

#### **Background**

2. We know that for most families York is a great place to grow up and that the vast majority of children are safe, resilient and achieving. However we also know that some children and young people will have a very different experience. The recently launched Local Area Teams will be a key part of tackling this inequality in order to improve the long term prospects of families most in need.
3. We know that by tackling issues as they emerge there is a significant chance of preventing long term poor outcomes and the need for more specialised and high cost services at a later stage ; not only across children's services but across a range of public services right across the city.
4. This paper presents an update on progress following the launch of Local Area Teams in January 2017 and how Local Area Teams support vulnerable children and young people.

#### **Ofsted Inspection**

5. In November and December 2016 Ofsted carried out an extensive inspection of services for children in need of help and protection, children looked after and care leavers. The overall judgement received was "Good" and reflected that York has a strong base from which to build our work with children and young people.

6. The detailed feedback and recommendations from the Ofsted report strengthened the case for the introduction of Local Area Teams and reflected our own understanding of existing arrangements. The quote below taken from the Ofsted report demonstrates this.
  - a. “A mature multi-agency partnership works effectively to identify children who may benefit from early help services. While early help services are well coordinated, senior leaders have recognised the need to improve the delivery of early help interventions in order to improve the way that families are supported. Firm plans are in place to establish three multi-agency local area teams from January 2017.”

### **Local Area Teams**

7. Local Area Teams (LAT) are a key part of York’s early help response to working with children, young people and families from pregnancy through to adulthood (the 0-19yrs (25yrs for disability) agenda). A Local Area Team (LAT) is a multi-agency team covering one of three defined geographical areas of York. The purpose of a Local Area Team is:
  - a. To prevent the escalation of needs which may require, if not addressed, statutory, complex and costly interventions at a later point.
  - b. To reduce inequality of outcomes for our communities across York.
8. Local Area Teams are not just a set of council services. They are multi-agency and bring together all partners in a local area that exist in the lives of children, young people and families. This way Local Area Teams can bring together the full power of our communities to address need and build resilience. Annex A provides a summary of Local Area Teams and
9. Local Area Teams focus their work on vulnerable children and young people that are not yet receiving a statutory intervention (e.g. a child in care). These two service areas (statutory interventions and voluntary interventions) will work closely together to ensure that children and young people and their families get the right service at the right time. Providing effective early help should reduce the number of children and young people who need the support of statutory services. However early identification of significant concerns will also ensure that those children and young people most in need will receive the appropriate level of help and intervention.

## All Together Active

10. One area where Local Area Teams clearly interacts with children in care is through the delivery of the All Together Active group. All Together Active (ATA) is the result of a week long workshop at York St John during the summer of 2007 for Looked After Children. After evaluating the session it became very clear that the young people wanted a regular session for children in care, where they could talk openly about their situations and be fully understood by their peers and not feel 'different'.
11. The group started at Huntington School until it grew too big for the room at the school and then went on to run at The Lighthouse on a fortnightly basis. The young people named the group 'ATA' (All Together Active) and asked for the session to include a meal.
12. ATA has since carried on running in a similar format but more recently has run from Moorlane and was supported by the Youth and Community Development Team which has been consolidated within Local Area Teams.
13. There are eight young people that regularly attend ATA and a consultation was launched as to how to improve the reach and impact of the group. Consultation took place with:
  - a. Young people who attend ATA
  - b. Foster carers
  - c. Staff members
  - d. Volunteers
  - e. Connexions for Virtual Schools
  - f. Children Rights Manager
  - g. Volunteer Lead
  - h. Show Me That I Matter
14. Following this consultation a new model for the delivery of ATA will be rolled out over the course of 2017. The first step will be to move the sessions back to their original fortnightly frequency. Work is underway with the Speak Up Service to look at how the I Matter Too group can join together with ATA to give a participation as well as social element to the group. This joining of the groups would most likely happen in the Autumn of 2017 to allow further work with young people that currently attend the sessions.

## **Launch of Local Area Teams**

15. The creation of Local Area Teams has been achieved by bringing together a range of pre-existing early help and family services. This is a significant programme of change and as a result has meant that the initial weeks of transition into the new arrangements have focussed on:
  - a. Engagement with partners and developing Multi-Agency input into the new model. Including the rationalisation of partnership based governance arrangements to support the new operating model.
  - b. Designing and piloting a new commissioning and grants programme.
  - c. Designing and establishing key elements of the operating model and the consolidation of a significant number of business processes and systems. In addition work to establish new teams and training of staff in new systems and approaches.
  - d. Ensuring transitional arrangements for pre-existing services (e.g. children's centre provision, Castlegate, Family Information Service, Family Focus, Personal Support and Inclusion service etc).
16. Ensuring a safe and effective transition into the new arrangements has been of unparalleled importance. For many service users they will not have noticed any significant change to delivery. As the new model become more established the offer made to children, young people and families will become more visible and will develop to reflect the full aspirations outlined to the Council Executive in 2016.

## **Early progress of Local Area Teams**

17. Although still in the early stages of development Local Area Teams can demonstrate a strong start and some initial successes:
  - a. Most schools have been visited by LAT practitioners and initial feedback from schools has been generally very positive.
  - b. Local Area Teams are piloting a piece of work in the North of the city to look improving school attendance. This has been identified as an issue schools wanted some further input on. Local Area Teams will undertake attendance consultation meetings with each school. This would be to identify families at early help level where attendance is an issue and they feel additional intervention is needed beyond what the school can support with. Local Area Teams can support gaining a more holistic view of family issues acting as barriers/root cause for persistent absence.

The Local Area Team will establish an attendance champion to support bringing together and working with leads within each school. The school leads and LAT Champions will form an attendance focus group where sharing of good practice, exploring new approaches and problem solving can happen in relation to improving attendance.

- c. Over 100 voluntary and community sector partners have been engaged in the development of Local Area Teams and over £56k of funding has been awarded to 19 different organisations that work with children, young people and families. Further rounds of commissioning and grants will be made available in the coming months.
- d. Community and Partnership Officers from Local Area Teams have attended a number of ward committee meetings across the city. The role of the Community and Partnership Officer with these meetings is to help link the needs of children, young people and families to ward processes and budgets. For example parents in Wigginton said they could not access “baby self-weighing scales” in the local community. The Community and Partnership Officer from the North Local Area Team worked with the Health Visiting team and Wigginton Parish Council. A local playgroup in Wigginton has agreed to offer the free use of a room that parents could access to self weigh their babies. With support from the Community and Partnership Officer an application to Parish Council to fund baby self-weighing scales which was successful.

18. A critical feature of Local Area Teams is happening on an individual level with children and families. Some short summaries are given below that give a flavour of some of the direct way in which LATs are working with local partners and families to improve families.

- a. A partner agency highlighted to LATs a mum who was very isolated and not engaging with services. The mum engaged with a practitioner from Local Area Teams who worked with mum to understand what was happening in the family. As a result the family has been supported to access two year old funded childcare, the parent to apply for Disability Living Allowance and an older child has been supported to engage with the carers centre as a young carer. As a result the family is now much more engaged with appropriate services and support to meet their needs and develop their resilience.
- b. A young person who had dropped out from college and parents were struggling to contain their behaviour at home. The young person has not engaged previously with referrals to support

services and the parent is unsure of what to try next. The Learning and Work Adviser has met with the mum and is beginning to engage multi-agency partners including local Police Community Support Officers that can help to address the underlying issues within the family.

- c. A child with poor school attendance met with the school attendance officer alongside a representative from Local Area Teams. The school attendance officer set out the process of formal sanctions that would happen if attendance did not improve. The Local Area Support Practitioner undertook a short piece of work with the family about how they could improve attendance. Following this meeting attendance has increased dramatically.
- d. In another case of poor school attendance the Local Area Support Practitioner identified a cause for bouts of non-attendance. The Local Area Support Practitioner worked with the school on addressing this trigger and as a result attendance has improved.
- e. A Single Assessment was completed for a family and the recommendation was for Early Help. There are a large number of children in the family and a need was identified regarding a 2 year old child where there were concerns about Speech and Language delay. A direct piece of work was completed which included using the Wellcomm Tool (Speech and Language assessment tool) to inform a Speech and Language referral and then to provide activities and strategies to support the child's progress over the coming weeks. The family had not taken up the 2 year old early years entitlement. The family was supported to understand their options and the value of children attending an early years setting to support their development. The child will now be accessing free childcare provision with a nursery after Easter. This should have a significant impact on the progress made around Speech and Language.

The other needs identified in the Single Assessment were regarding a primary aged child. The Local Area Support Practitioner linked to the primary school discussed ongoing support and will check-in with the school about supporting this family through their regular updates/link with school staff.

### **Engagement with partners and developing Multi-Agency input into the new model – Schools**

19. The new LAT management team have been carrying out visits to schools across York. This is to introduce the new service to schools and establish an understanding of need the schools see in local families. Schools play a critical front line role in the early help agenda so establishing strong early relationships with schools has been seen as a priority for the service.
20. Visits to schools by LAT managers have been followed up by each school being given named link workers known as Local Area Support Practitioners. The Local Area Support Practitioner (LASP) is a new role and is all about ensuring the right response to what children, young people and families need. LASPs will be named contacts and form strong relationships with key partners in the local areas such as schools, childcare providers, health provision and the voluntary and community sector. They will be regularly seen in these settings and act as a key source of support for families and for the children's workforce.

### **Engagement with partners and developing Multi-Agency input into the new model – North Yorkshire Police**

21. A shared vision with North Yorkshire Police around early help instigated the work to create Local Area Teams back in 2015. We are now at a stage where the multi-agency involvement of North Yorkshire Police comes into clearer focus.
22. At the time of writing an event to bring together staff from City of York Council and North Yorkshire Police has been planned. This will establish the operational detail of how a number of Police Community Support Officers will integrate into Local Area Teams. This integration is truly innovative and will allow staff to work together in a much more seamless way than before in response to the needs of local communities.

### **Engagement with partners and developing Multi-Agency input into the new model – Healthy Child Service**

23. The Healthy Child Service is currently in the process of being remodelled and will form a key element of Local Area Teams in the future. This presents a fantastic opportunity to engage with all families and develop routes for families to access more support when they need it. This additional support could come from Local Area Teams or brokered from which ever partner is most appropriate.

## **Engagement with partners and developing Multi-Agency input into the new model – Community and Voluntary Sector**

24. Key voluntary and community sector partners have been engaged either by LAT management or by LAT Community and Partnership Officers. This is in order to discuss the opportunities presented by the creation of Local Area Teams and to listen to the views of community and voluntary sectors partners working with families.
25. A revised set of governance arrangements for Local Area Teams has been introduced. These new arrangements have consolidated the Early Help Subgroup and Troubled Families Partnership Board which sat under the YorOK Board and City of York Safeguarding Children's Board. This reduces the number of meetings taking place and provides a clearer partnership based focus to our early help agenda. The first meeting of this new group, the Local Area Delivery Partnership, is scheduled to take place at the beginning of March.

### **Designing and piloting a new commissioning and grants programme**

26. On the 31<sup>st</sup> October nearly 100 partners from the voluntary and community sector attended an event hosted by the York Council for Voluntary Service (CVS). This event explored the new Local Area Team model with partners and launched a pilot round of funding to build capacity and readiness for the future.
27. Following this event over £56k of funding was awarded to 19 different organisations that work with children, young people and families. Examples of work funded include:
  - a. Supporting disadvantaged young people to access the Duke of Edinburgh scheme
  - b. A drop-in service and Take a Bow Drama club at the Old School in Wigginton for young people aged 13 - 15.
  - c. The Romance Academy is a nationwide sex and relationships initiative working to help young people make wise and informed decisions.
  - d. Detached outreach for young people through Lifezone – The Rock of York's existing project for 5-11 year olds in Clifton.
  - e. Supporting a new Baby & Toddler Group to become established at the Burton Stone Lane Centre. The new group will provide peer support for other parents.



- f. York Mind supported to deliver a weekly peer support group for 13-16 year olds experiencing difficulties with their mental health and emotional well-being.
  - g. New Visuality delivering an arts based positive activity with targeted young people
  - h. Targeted support for families to access breakfast clubs and holiday provision in the West of the city.
  - i. Positive activity sports sessions targeting young carers across the city.
  - j. A parenting course for parents of toddlers, which will run simultaneously in Turkish and Arabic and a pilot mentoring project for young refugees and asylum seekers aged 16-19.
  - k. Supporting the development of a dads peer support group in York running cookery schools across the city.
  - l. Delivery of Skate Park sessions at community venues across the city and work with a group of young leaders from Canon Lee school to take them through the Young Sports Leaders Award. This will mean the young people can support the delivery and engagement with young people at some of the targeted venues.
  - m. A physical Literacy programme called Animalates as a way of encouraging interaction and physical activity between parents/ carers and their children at 4 venues across the city.
  - n. Supporting a new positive activity group for boys aged 12-17 year olds in the North of the city.
  - o. A year long project which targets and identifies girls from disadvantaged areas and poor socioeconomic backgrounds in York in need of support to raise self esteem
  - p. Support for the York Parent Carer Forum to undertake a project from January to March 2017 for parents and carers of disabled young people and mental health.
28. In addition to providing funding to support the delivery of projects the more creative use of assets has been explored. For example the council owned a number of resources that the community and voluntary sector could use to support themselves and their work with children and young people. These resources included a mobile skate park, a mobile youth provision van (Urbie) and two people transporter vans.

29. Voluntary and community sector groups were able to see the resources and put in expressions of interest into taking on ownership of the assets. The conditions set for any asset transfer could be summarised as:
  - a. remain a community resource which other community groups can access
  - b. affiliate and work to the Community Transport Association guidelines - in the case of the people transporters
  - c. Under go the necessary checks and to ensure their future use meets the necessary safety standards
30. All of these assets have now been successfully transfers to voluntary and community sector partners to ensure that the city can continue to benefit from them.
31. Learning from the experience of the work outlined above and previous commissioning and grants programmes will now go on to inform future work. It is anticipated that in 2017/18 city Local Area Teams will provide up to £300k of funding to the voluntary and community sector to improve support for children, young people and families.

**Designing and establishing key elements of the operating model and the consolidation of a significant number of business processes and systems**

32. It should be noted that this is and will continue to be a significant piece of work. The pre-existing service areas that have come together to form Local Area Teams had over a number of years established their own processes and ways of working. The creation of Local Area Teams drives an imperative to revisit a large amount of our operational practice and remodel it. This is in order to ensure our processes are as lean and efficient as possible but also that they are effective and fit for purpose. For example consolidating our processes around facilities management and rationalising our use of different database systems.

**Ensuring transitional arrangements for pre-existing services**

33. When undertaking a significant programme of change such as the introduction of Local Area Teams it is important to get the transition from existing provision right. This is both for those individual children, young people and families that are receiving support as well as for broader service delivery.
34. In late 2016 details of all children, young people and families either currently receiving support from services forming Local Area Teams, or on the waiting list to do so, were gathered together. As these are

individuals or individual families the transition for each case was necessarily unique. Local Area Teams reviewed a range of factors such work to date, ongoing need, the involvement of partner agencies and future options within the context of the new operating model. Each case was unique but transition could be summarised as:

- a. That individual(s) continued to receive support from the same practitioner.
  - b. That individual(s) continued to receive support but from a different practitioner.
  - c. That partner agencies leading work with families would be supported by the best placed practitioners within Local Area Teams to take work forward.
  - d. That need identified through individual level work would go on to inform the grants and commissioning work of Local Area Teams and others.
35. For the transition of broader service provision arrangements these have been designed to phase in over the opening months of 2017. This is in order to land new arrangements safely and as smoothly as possible. For example an interim set of groups and activities have been arranged for the beginning of the year within children's centres. From April onwards these will begin to take the shape of the new offer provided by Local Area Teams.
36. The city centre offer currently delivered from Castlegate by Local Area Teams will relocate to Sycamore House later in 2017. Ahead of this move young people can continue to access an interim city-centre offer from Castlegate. The core elements of the interim offer from Castlegate are outlined below.
- a. **Universal Information and signposting drop in** - Information Officers are developing and delivering a information drop in for any young person. They will provide initial information and signposting to further support where required eg Housing and Benefits advice, making appointments etc.
  - b. The Information Officers will be available face to face initially on set days to all young people wishing to make use of the centre.
  - c. New developments include young people being able to text, email or ring an Information Officer to access information and support.
  - d. **Specialist Information Advice and Guidance** - Trained Learning and Work Advisers from the Local Area Teams will

provide specialist information, advice and guidance to young people who are in the care of the LA, those in alternative education provision, those in the youth justice system, and those aged 16-18 who are Not in Employment, Education or Training (NEET).

- e. The Learning and Work Advisers will provide information, advice and guidance through appointments, group work and workshops at arranged times to suit the needs of the young people and they will also have available appointments at other locations across the city based upon identified need.
- f. **Counselling offer** - Work is progressing to develop a specification for an enhanced service that should be in place by June/July 2017 with an external provider. In the meantime young people can continue to access the counselling offer through Castlegate.

37. Plans have been drawn up for the redevelopment of Sycamore House to create a joint young people's and adults offer in the city. In late 2016 a group of young people drawn from users of Castlegate, the Show Me That I Matter Panel and the Youth Council took part in a consultation on plans for the building. The consultation has helpfully informed both the design of the building itself as well as the operational delivery of a joint offer.

### **Council Plan**

38. The development of Local Area Teams directly relates to the Council Plan 2015-19 priorities:

- a. 'A focus on frontline services' - to ensure all residents, particularly the least advantaged, can access reliable services and community facilities.

39. The introduction of this new operating model is a major part of delivering the shared, partnership vision and priorities of the new Children and Young People's Plan 2016-20:

- a. Vision: Children and Young People are at the heart of our City and of everything we do. Delivering 'Safe, resilient and Achieving' services with 4 fundamental priorities:
  - i. Early Help
  - ii. Emotional and Mental Health
  - iii. Narrowing Gaps in Outcomes

iv. Priority Groups of Children and Young People

**Risk Management**

40. Throughout the development of Local Area Teams a risk register was in place to identify and mitigate any risks. This has now been revised to reflect risks associated with the roll out of Local Area Teams. Identified risks and the management of these are shared on a regular basis with the Directorate Management Team for Children, Education and Communities.

**Recommendations**

41. Members of the Corporate Parenting Board are asked to note this report.

Reason: To keep Members updated on the implementation of Local Area Teams.

**Contact Details**

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**Report Approved**  Date 24/3/17

**Specialist Implications Officer(s)** None

**Wards Affected:**

All

**For further information please contact the author of the report**

**Background Papers**

None

**Appendices**

Annex A – Local Area Teams Summary

Abbreviations used in report

ATA	All Together Active
CVS	Council for Voluntary Service
LAT	Local Area Team
LASP	Local Area Support Practitioner
NEET	Not in Employment, Education or Training

# LOCAL AREA TEAMS

## YORK'S EARLY HELP AND PREVENTION MODEL

### WHAT IS A LOCAL AREA TEAM?

Local Area Teams (LAT) are a key part of York's early help response to working with children, young people and families from pregnancy through to adulthood (the 0-19yrs (25yrs for disability) agenda). A Local Area Team (LAT) is a multi-agency team covering one of three defined geographical areas of York. The purpose of a Local Area Team is:

- To prevent the escalation of needs which may require, if not addressed, statutory, complex and costly interventions at a later point.
- To reduce inequality of outcomes for our communities across York.

Local Area Teams are not just a set of council services. They are **multi-agency** and bring together all partners in a local area that exist in the lives of children, young people and families. This way Local Area Teams can bring together the full power of our communities to address need and build resilience.

- We will look to provide meaningful support to the children and young people's workforce so they can play their role in early help.
- The support we offer is proportionate and escalates according to need.
- When considering if we are the best people to work directly with children, young people and families we will consider **need vs cost** (financial / social risk of doing nothing) vs the **capacity** of others.
- Where we are the ones leading work directly we will always look to **build the capacity** of others to lead / support those needs in the future.

### LOCALITIES

The map below shows how Local Area Teams reach across the city. Local Area Teams will have their office bases located at the three designated children's centres of:

- Tang Hall
- Hob Moor
- Clifton

Officers will be based in these locations but will operate across the city either through supporting other practitioners or work directly with children, young people and families.



**OUTCOMES**

Our ultimate aim is for all our children and young people to have a chance to be safe, resilient and achieving. To be this, they need:

- **Basic physical care** – Somewhere suitable to live, clothing, food.
- **Health** – Living a healthy lifestyle, access to dental care, good mental health.
- **Parenting / emotional** – Loving and nurturing parenting that develops resilience, self-management, aspiration.
- **Education and employment** – A good quality education that equips a young person for life, good employment opportunities and career prospects.
- **Positive social networks and communities** – The wider environment should support, encourage and develop strong identities and aspiration.
- **Safety** – A child’s basic needs to be safe and protected from harm should be in place.
- **Responsibility and independence** – Children and young people should be given the opportunity to become responsible and independent in their decision making as they grow.

**WHAT WE NEED TO TACKLE**

**Vision: "Children and young people are the heart of our city and of everything we do."**  
To achieve this vision all children and young people must be:

**Safe**

**Resilient**

**Achieving**

In order to be resilient we would want to see the following positive characteristics to be in place for all children and young people.



Significant factors which can undermine a good environment for a child and young person are listed below. The list of factors is not exhaustive and nor are they the sole responsibility of the Local Area Team; rather the Local Area Team should be considered part of the wider multi-agency response to these challenges.

- Domestic abuse
- Substance misuse
- Mental health (parental and child/young person)
- A poor start to life
- Housing
- Poor physical health
- Risk of child sexual abuse and exploitation
- Debt / worklessness / NEET
- Poor family engagement (e.g. isolation, poor school attendance, poor engagement with support)
- Parenting
- Adult offending
- Lack of family or community resilience
- Poor service delivery and silo working
- Poor transitions



## PLANNING FOR ACTION

Each Local Area Team would be expected to complete a local area outcomes plan reflecting the needs across families, communities and the themed areas identified. The LAT would work with partners to build the plans setting out the response in each area. These actions would reflect the building blocks of the new operating model. These building blocks are a new way of working and will describe the fundamental strands of work that Local Area Teams will undertake. They will change our approach, our language and our culture in early help and make outcomes for children, everybody's business.

Problem solving / coordination

Building capacity

Direct work with families

## ENGAGEMENT

A wide range of partners have been engaged since October 2015 in developing proposals for Local Area Teams. A summary of feedback received and how this has influenced the new model is shown below. A separate summary shows feedback and changes made as a result of formal consultation with staff in scope.

You said...	We propose...
<p><b>That we aren't getting best value and use from our children's centre buildings.</b></p>	<p>We have carried out a consultation with families and practitioners where we set out proposals on changes to how we operate. In relation to buildings we proposed that we would look to work with partners such as schools to look at all aspects of how buildings are used. This includes if all buildings should continue to be designated as children's centres, who is best placed to operate buildings, what communities would value most from that space and how delivery could reflect on that need.</p> <p>The public consultation showed that 79% of respondents 'Strongly agreed' or 'Agreed' with this proposal.</p> <p><b>We will now look to progress the review of each children's centre site and take up conversations with schools and any other relevant partners on future potential use.</b></p>
<p><b>Issues arise when families have needs of a complexity that can't be met by capacity or skills within lead practitioners.</b></p>	<p>The resources don't exist to create teams of people who would take on all early help cases. So Local Area Teams will create new roles to provide escalating levels of support to partners, lead practitioners and families.</p> <p>Schools said they particularly valued skilled workers coming alongside lead practitioners to offer higher levels of input into complex cases. <b>A new role of Local Area Support Practitioner will be created to provide this meaningful support.</b> In cases with higher levels of need the Practitioner will do more. This support will include drawing together partners and brokering support from others, offer support with undertaking and coordinating assessments and potential direct work with children, young people and families.</p> <p>Local Area Support Practitioners will be regularly seen by schools and in the community and work to develop solutions in response to need. <b>Each school cluster will have a dedicated Local Area Support Practitioner much in the same way as the Well-Being Workers operate.</b></p>
<p><b>Key services have long</b></p>	<p>This will not be an easy one to fix but there are two ways in which Local Area Teams</p>

You said...	We propose...
<p><b>waiting lists.</b></p>	<p>will work to tackle this.</p> <ul style="list-style-type: none"> <li>• <b>Better commissioning</b> – We are proposing to draw together into a single fund all children and young people’s commissioning funding held by the Local Authority. <ul style="list-style-type: none"> <li>○ Where partners and communities identify common city wide issues (school readiness, speech and language development, mental health, domestic abuse etc) Local Area Teams will work together with other commissioners to commission at a city wide level.</li> <li>○ Where challenges are particular to an area, Local Area Teams will work with partners to carry out localised and agile commissioning to address need.</li> </ul> </li> <li>• A special <b>‘waiting list’ task group</b> will target key pressure points with the sole focus of finding innovative solutions to improve timely and appropriate access to services.</li> <li>• <b>More proportionate levels of support</b> – We will work to build capacity to give proportionate responses at different levels of need. This means taking a whole system approach to addressing capacity. In doing so we will look to: <ul style="list-style-type: none"> <li>○ <b>Build capacity</b> in families and communities to be more resilient.</li> <li>○ <b>Workforce development</b> throughout key partners to up-skill knowledge of frontline practitioners.</li> <li>○ Work with, support and challenge partners across the city to make support services <b>more responsive to need</b>.</li> </ul> </li> </ul>
<p><b>Schools want to be part of the solution</b></p>	<p>We want schools to be part of the solution. Local Area Teams will bring together all partners working with families in local areas. This is about bringing services closer to families and really understanding the needs of different areas. We are proposing that:</p> <ul style="list-style-type: none"> <li>• Schools are a key driver in the development of <b>Local Area Outcomes Plans</b> which identify and respond to the needs of families.</li> <li>• The <b>Local Area Support Practitioners</b> will work on a very practical level with schools to meet families’ needs.</li> <li>• <b>Community and Partnership Officers</b> will work with key community partners including schools to build capacity in the local area. This will include supporting schools and partners to apply for funding or grants which could open up new and innovative ways of working.</li> <li>• That schools can shape <b>commissioning</b> that happens at a local level in response to need as well as at a city wide level.</li> <li>• A <b>Volunteer Lead</b> can help new volunteer programmes such as parent mentoring to become established.</li> </ul>
<p><b>Services too often work in isolation.</b></p>	<p>The Local Area Team responds strongly to this by <b>bringing together all relevant partners in a local area</b>. The Local Area Teams can help to bring together all partners including schools, health, police, housing, Jobcentre Plus, the voluntary and community sector and more.</p> <p>A key role of the Local Area Team is to support and challenge these services to work together, improve joint working and relentlessly tackle inefficiencies.</p>
<p><b>Information sharing needs</b></p>	<p>We can see that sometimes there is confusion or cautiousness about sharing</p>

You said...	We propose...
<b>to be improved.</b>	information at an early help level. Local Area Teams will introduce <b>partnership based approaches to information sharing and consent</b> . This will give all practitioners a clear understanding and solid foundation from which to operate and improve information sharing.
<b>We need to maintain a holistic, non-stigmatising city centre offer.</b>	It has been decided that a new city centre offer to young people will be created at <b>Sycamore House</b> . Key features of the new model will be: <ul style="list-style-type: none"> <li>• Maintain a universal drop in information/signposting offer.</li> <li>• Provide a base for appointments and group work with young people.</li> <li>• Provide space for a complementary voluntary and community sector partnership to be permanently based at Sycamore House.</li> <li>• Seek to find a community partner to deliver the counselling offer to young people up to 25 years old.</li> <li>• A joint venture between adults and children’s parts of the council.</li> </ul>
<b>How does the LAT link with the School Wellbeing Service (SWS)?</b>	The jointly funded School Wellbeing Workers (SWW) are managed by the Local Authority, clinically supervised by CAMHS and based across a cluster of schools. Their focus is to work with children, young people and school staff around emerging and developing mental health need. They provide schools with training, consultation and advice, direct work in partnership with school staff and increased communication with specialist CAMHS services. Referral to SWS is via a consultation discussion between SWW and pastoral lead in the school. SWW will work closely with LASP around the early help offer where there is a clear and identified mental health need.

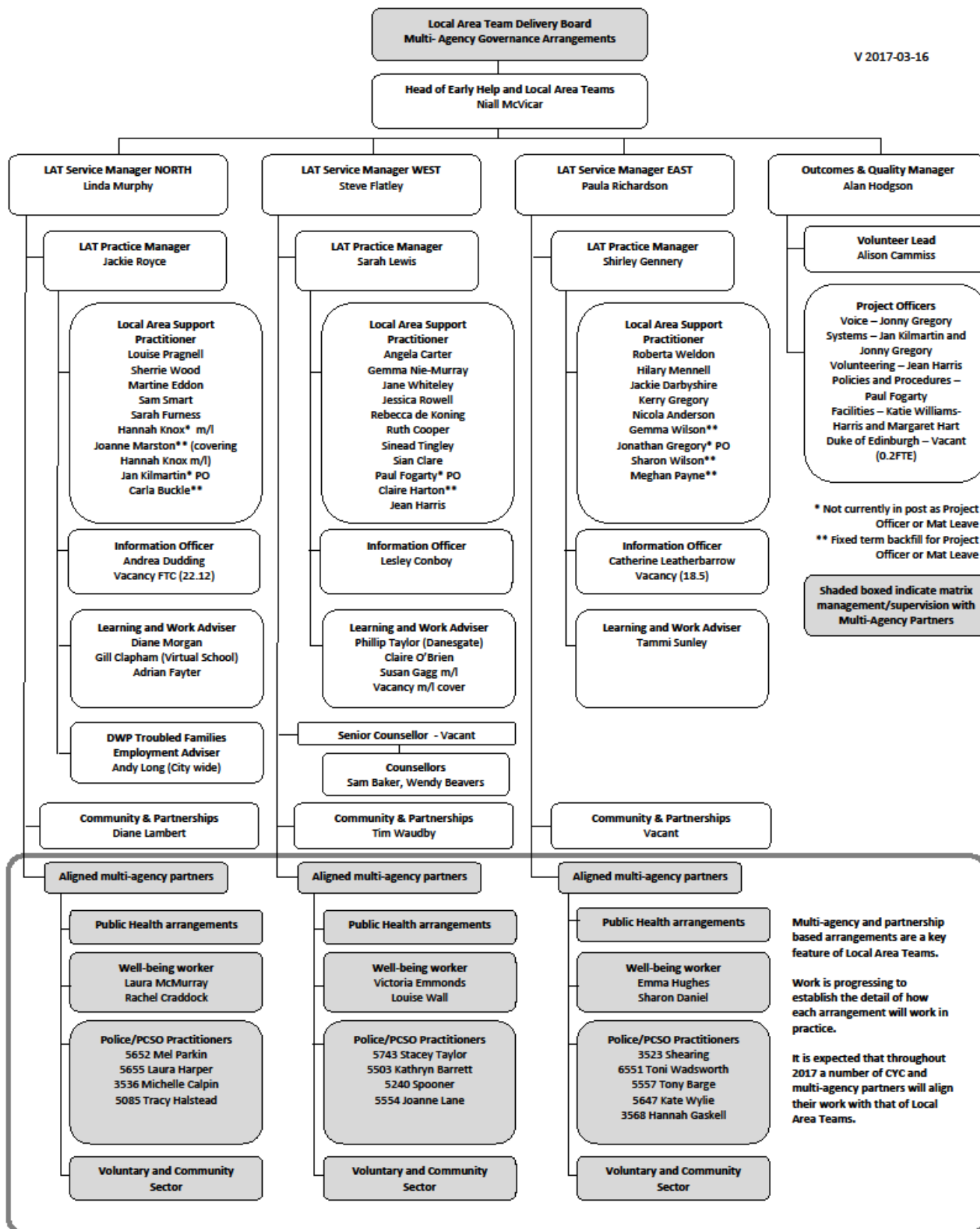
## THE PEOPLE OF LOCAL AREA TEAMS

A key feature of the new model is the multi-agency scalability of the new structure. Over the course of 2017 we will be working with a number of multi-agency partners to develop and extend the model. These include:

- Well-being workers
- Health Visitors / School Nursing service
- Police / PCSOs
- Health providers
- Department for Work and Pensions
- Housing
- Community Links
- Local Area Coordinators

Bringing these partners on-board makes the offer made by Local Area Teams much broader and richer. Some of the new roles that are proposed in the teams are described in more detail on the following pages.

V 2017-03-16



**Business Support Arrangements**

- Angela Myers
- Becky Smart
- Hazel Burton
- Jane Lewis
- Kerry Hudson
- Pru King
- Jayne Daniel
- Angela Airstone

An interim Business Support SLA has been developed that will cover the initial months of Local Area Teams. As the new service becomes established this SLA will be updated to reflect the developing requirements of Local Area Teams.

Business Support will align within Local Area Teams and will be predominantly based within localities and supporting the city centre offer to young people.

## THE LOCAL AREA SUPPORT PRACTITIONER

The Local Area Support Practitioner (LASP) is all about ensuring the right response to what children, young people and families need. LASPs will be visible, named contacts and form strong relationships with key partners in the local areas such as schools, childcare providers, health provision and the voluntary and community sector. They will be regularly seen in these settings and act as a key source of support for families and for the children's workforce.

They will look to understand what support the various practitioners across the local area need when working with families to get long lasting results, and to balance their responsibilities as lead practitioner with the rest of their work. The range of support from the Local Area Support Practitioner could range from talking through options and providing information, helping assess a family's needs, to drawing together partners to support families and provide meaningful and escalating support to families and lead practitioners. In some cases they can take on the role of lead practitioner. Before taking on a lead practitioner role consideration needs to be given to **need vs cost** (financial / social risk of doing nothing) vs the **capacity** of others.

The Local Area Support Practitioner isn't about a person who can "take on" all early help cases. They are people who can make the early help system work, get the right levels of creative response and help sustain improved outcomes for families.

Local Area Support Practitioners are expected to be able to work across the 0-19 (25yrs for identified disability) age range but will take on specific age range portfolios where they are expected to have a deeper knowledge. The distribution of these portfolios will reflect key developmental stages, supporting transition and the range of issues identified that affect better outcomes for children.

## THE LEARNING AND WORK ADVISER

The Learning and Work Adviser works directly with young people aged 13 to 19 (25 with disability) years old to identify and remove barriers to meaningful education, employment and training. They work with schools, colleges and local employers particularly to support priority groups of young people who are in care, youth justice, those attending alternative educational provision and young people who are Not in Education, Employment or Training (NEET).

The Learning and Work Adviser will operate in communities through Local Area Teams and also through the new city centre offer for Young People (16+) at Sycamore House. As with the Local Area Support Practitioner the way the Learning and Work Adviser operates escalates in response to need. Working alongside partner agencies they can be part of a package of support for a young person and, where appropriate, can also take on the role of lead practitioner. Before taking on a lead practitioner role consideration needs to be given to **need vs cost** (financial / social risk of doing nothing) vs the **capacity** of others.

## THE INFORMATION OFFICER

The Information Officer is there to help all young people, mums, dads, carers and practitioners to understand their options. They have at their fingertips information about all relevant services, groups, activities and forms of support across the city. The Information Officer can provide information and help signpost people to the right support at the right time.

The Information Officer can also provide a "whole picture" view for practitioners of a child or young person's world. This shows which practitioners are already working with families and the history of service involvement. This can help inform assessments and make joint working much easier and effective.

As well as providing information and signposting, Information Officers are expected to support the delivery of key information duties. For example supporting the delivery of the city centre offer to young people, the Local Offer information, two year old funded childcare, and proactively identifying families for support i.e. NEET, Troubled Families tracking etc.

## THE COMMUNITY AND PARTNERSHIP OFFICER

The Community and Partnership Officer is all about making connections and building capacity. They will work with all local partners to help local groups and services respond to the needs of communities. This could be by supporting groups to access information to help them grow and become sustainable through to providing joint funding or commissioning. From toddler groups, to summer activities, to youth clubs, to parenting programmes and area based packages of family support. It is all about the Community and Partnership Officer really knowing the needs of their patch and playing a leading role in developing capacity to strengthen social and community networks in the area and to reduce isolation.

The Community and Partnership Officer will work to join together the dots of community capacity and resources to best meet local needs. They will look to make strong links between the work of LATs and ward budgets / priorities, school funding, community funding, grants etc.

Where issues need a city wide response the Community and Partnership Officers from across the city will work with the Outcomes and Quality Manager to support larger scale and longer term commissioning / capacity building.

## THE COUNSELLING OFFER

The counselling offer aims to encourage good emotional health and well being in the young people of York who are aged 16 – 25yrs. This counselling offer comes at an important time in young people’s lives as they transition towards adult hood. There is a commitment to ensure that young people can still access good quality mental health support at this time of transition.

In July 2016 the council Executive agreed to explore different options for how this counselling offer could be best delivered in future. This would mean finding a suitable partner that could provide an appropriate infrastructure to support the ongoing delivery of counselling. This is an important process to get right and will be taken forward in 2017. In the meantime the counselling offer will continue to be delivered initially at Castlegate before relocating to Sycamore House.

## THE VOLUNTEER LEAD

As well as providing support and building capacity in partners, Local Area Teams will also directly operate some volunteer programmes. These volunteer programmes are all about building some capacity to create another option in the landscape of support available at an early help level.

The existing volunteer programme will be remodelled in order to ensure it is sustainable and can grow to meet the needs of Local Area Teams. This means the LAT volunteer programme will draw upon the capacity of all other roles in Local Area Teams in different ways. For example front line staff will provide a level of supervision and support to volunteers who may be operating as support or mentors to children, young people or parents.

In addition to the establishment of the LAT volunteer programme the Volunteer Lead will develop a new model for providing volunteers to other service areas; for example: requests for Independent Visitors or Volunteer Advocates. The new model will place the volunteer offer for LATs and these wider services on a more secure and sustainable footing.

## THE PROJECT OFFICERS

Moving towards Local Area Teams represents a huge change to how we work. Ensuring the safe and effective transition from existing practice to the new model will require some additional capacity. The Project Officers will provide some fixed term capacity to support changing how we work in a number of different ways. Work undertaken by the Project Officers will include:

- Commissioning
- Quality Assurance / Workforce / Outcomes
- Facilities
- Multi-agency
- Operational (inc. Duke of Edinburgh)
- Systems / Data

- Communications

### THE LAT PRACTICE MANAGER

The LAT Practice Manager is focussed on day-to-day management and support for front line practitioners. They are there to support practitioners with their workload, discuss progress, unblock challenges and keep the machinery of early help moving.

The post provides operational management, supervision and support to the Local Area Support Practitioner, Learning and Work Advisers, the Information Officers and some multi-agency staff. They support their staff to ensure quality, consistency and positive outcomes. Acting as a point of escalation they can help to unlock challenges or work with partners that may have become stuck.

They work to make sure that the people they manage have the right skills, knowledge and professional development for their work and future progression. As well as supporting staff across the pregnancy to adult hood agenda they have a deeper operational knowledge in particular age ranges and themes that can be drawn upon by LATs across the city. This gives depth as well as breadth to their work and ensures that across the city there is sufficient operational knowledge and management in place to support staff.

### THE LAT SERVICE MANAGER

The LAT Service Manager role plays an important role in having complete oversight of a particular Local Area Team as well as leading key priorities on a city wide basis. The LAT Service Manager will need to secure the commitment and involvement of partners in local areas and across the city on the full range of agendas that affect family life. York has a history of working in partnership but there is a clear need to make a step change in how we all work together in order to rise to the challenge of securing good outcomes in the face of changing resources.

The LAT Service Manager brings together partners in each area to agree to shared priorities and commit to working together under a local area outcomes plan. They manage relationships with partners such as schools, the police, health and community leaders, supporting and challenging these as required. They need to change the picture from silo working to working in partnership, from co-location to true integrated working.

The LAT Service Manager will also be the key strategic lead for priority areas across the city. For example one of the LAT Service Managers may have a particular strategic responsibility towards ensuring the early years offer across the city is functioning as it should. Another manager may well take on particular responsibility to draw together the resources and delivery required for the city centre offer to young people.

There is a huge framework of statutory legislation and guidance that underpins the work of Local Area Teams across the 0-19 agenda. Working Together, Children's Centres, Children and Families Act, SEND Code of Practice, Education and Skills, the Childcare Act, to name a few. The LAT Service Manager needs to make sense of this raft of different requirements and inspection frameworks for their area of expertise and ensure that service delivery is both effective and in line with what is required.

### THE OUTCOMES AND QUALITY MANAGER

Key questions that the Local Area Teams will need to ask themselves are:

- What outcomes are we trying to improve?
- What is actually happening to these outcomes?
- What interventions and ways of working make a difference to these outcomes?

The Outcomes and Quality post is all about getting under the skin of these questions and understanding the impact of Local Area Teams, driving their continuous improvement. They will operate across the city and ensure a consistency of quality to the early help offer.

They will hold an overall city wide responsibility for the Troubled Families programme and ensure that this is embedded within the work of Local Area Teams and partners. Working alongside the capacity provided by the data and systems Service Level Agreement they will ensure that Payment By Results for Troubled Families can be claimed and will meet auditing requirements. This is vital in securing income that supports the work of Local Area Teams.

The Outcomes and Quality Manager will also work with the Head of Early Help and Local Area Teams to commission city wide and build longer term capacity in response to need. This commissioning will tackle common features of early help needs seen across the city.

## THE HEAD OF EARLY HELP AND LOCAL AREA TEAMS

The Head of Early Help and Local Area Teams has overall responsibility across the city for delivery of the new operating model and the city's Early Help Strategy. They will take the strategic lead across a number of early help agendas and drive the city wide multi-agency governance arrangements underpinning the work of Local Area Teams. This means engaging with the YorOK Board, the Safeguarding Children's Board, the Council Executive and Elected Members. In addition they play a key role in ensuring the work of Local Area Teams works in the context of an overall system for children and young people. This means how it works in relation to statutory level social care interventions, education, SEND and to the wider agenda of the council and of multi-agency partners.

## LOCAL AREA TEAMS – A SUMMARY OF THE PROPOSED OFFER

The boxes below show how the key features of the offer will look and feel to different groups.

### Children and Young People

- Good quality information and signposting available to all children and young people on any aspect of life.
- Information will cover things to do, places to go and people who can help.
- Information and signposting provided online, by phone, by email, in communities and for young people through the city centre location.
- A range of positive activities and things to do throughout York (delivered by a range of partners).
- A city centre drop providing more in depth support on key areas around information, access to support, employment, mental health and becoming an independent adult (delivered alongside partners).
- Helping young people to have a voice and an individual say in their lives and in the shape of the city.
- People who work with young people have the right skills and can provide support that the young person feels makes sense and joins up.

### Parents/Carers

- Good quality information and signposting available to all parents and carers on any aspect of family life.
- Information and signposting provided online, by phone, by email and in communities.
- A range of supportive groups and services at key stages of family life (pregnancy and pre-school, primary school, secondary school, moving into adult life).
- Access to more in depth support at times when families need more. This could be around parenting, housing, domestic abuse, mental health, substance misuse etc.
- Access to information and support at locations across York.
- Support for families to have a voice and not have to tell their story too many times; they feel services are joined up.
- Families feel their early help offer leaves them in a stronger place at home and in their community.

### Practitioners

- Bring all agencies together to problem solve, identify barriers to progress and improve integrated working.
- Identify the needs of local areas and build capacity to address those needs (e.g. training, commissioning etc).
- Work to ensure proportionate interventions are available from a range of sources which match local need.
- Provide support to lead practitioners through:
  - Good quality information on options at an early help level.
  - A whole picture view of a child's world (information on history, service involvement etc).
  - A dedicated, named contact to work alongside lead practitioners.
  - More support where families have higher levels of need. E.g. drawing together partners on barriers to progress, brokering support, supporting delivery of assessments.
  - Where needed, direct work with children, young people and families from 1:1, one-off or group based to whole family approaches.





## HOW LOCAL AREA TEAMS WORK

All work undertaken by Local Area Teams can be characterized by the building blocks of **problem solving, building capacity or direct work**. The table below gives more practical examples of how work will look for Local Area Teams. The table shows a nominal low, medium or high intensity to building blocks at different levels of work. This is purely to give a sense of expectation rather than be an absolute guide. The clear aim is that we look to ensure sustainable outcomes for families that are achievable within the resources available. This will mean that we will want to generally have the default position of supporting others in direct work and building capacity and resilience in others.

Work	Problem solving	Building capacity	Direct work	Narrative	
Leading direct work	Medium	High	High	This is where we would be leading on a direct piece of work with a child, young person or family. <b>The service is not designed to support a large number of pieces of work at this level or for extended periods of time.</b> This should be only used where need would clearly escalate without intervention and we are confident we are the right people to lead the work. A clear exit strategy should be in place which includes building capacity in others.	
Direct work as part of a bigger plan	Medium	Medium	High	In these cases we may well be doing direct work but as part of a bigger plan around a family. <b>The service is not designed to support a large number of pieces of work at this level or for extended periods of time.</b> Our work within this should be defined and contributing towards a clear outcome. We should know at what point our role ends or changes and guard against drift into extended periods of work.	
Brokering	Initial response / Information gathering	Medium	High	Medium	Here some additional input may be required to initiate early help. This could include supporting the initial information gathering, supporting the initial assessment, providing support to the lead practitioner. It should be a clearly defined enhanced support to help initiate a piece of early help work that can be sustained by a lead practitioner. This could include additional support where cases are stepping down to ensure they land safely at an early help level.
	Tackling drift / ensure progress / moving on	High	High	Low	Where families are stuck for an extended period of time at an early help level a more active role may be played in ensuring progress. This includes reviewing assessments and plans and bringing in more multi-agency partners to drive towards outcomes.
	Coaching / advice	High	High	Low / none	This is practical day to day coaching and advice to be given to partners and lead practitioners to support them in their role, understand and draw upon interventions to delivery improved outcomes.
Assurance	Low	Low	None	This is where nothing other than seeking assurance that work is taking place and progress is being made/sustained is required.	
Flagging	Low	Low	None	This is purely a early help concern flag to be added to records within Mosaic. In isolation it should not trigger any new pieces of work but should be seen within the overall context of a families needs.	
Information	Medium	Medium	Low	This is the provision of information to support early help. It does not form a caseload. It is in response to specific questions/need. For example details of services, childcare, processes etc.	

**IF YOU HAVE A CONCERN ABOUT A CHILD OR YOUNG PERSON****THE 'FRONT DOOR' PROCESS REMAINS THE SAME**

- You should contact the Children's Front Door on **01904 551900**.
- If you are worried a child or young person is at risk of, or is being, hurt or abused select the option to speak to the Referral and Assessment Team
- If a child or young person has emerging or escalating needs select the option to speak to your Local Area Team.

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## Corporate Parenting Board – Workplan 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"> <li>• Development of 2016-17 Virtual School Improvement Plan</li> <li>• Rees Centre for Education – key issues for Elected members</li> <li>• Results of Poetry Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Update on SMTIM Panel (including Bright Futures Scheme)</li> <li>• Corporate Parenting Board Programme of Work and Priorities</li> </ul>
26 Sept 2016	Emotional Wellbeing & Mental Health; Wellbeing; Relationships & Identity	<ul style="list-style-type: none"> <li>• SMTIM Panel Annual Report 2015-16</li> <li>• Annual Advocacy Report 2015-16</li> <li>• Care Leavers Bill – Keep on Caring</li> <li>• Making York Home – Update</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual School Update - GCSE and A Level results for children in care</li> <li>• Independent Reviewing Officer Annual Report</li> <li>• Inspection Briefing</li> </ul>
21 Nov 2016	Good Safe placements	<ul style="list-style-type: none"> <li>• Making York Home – Project Update</li> <li>• Context Setting Data</li> <li>• Findings of the Ofsted Report following a Children's Home Inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Children's Social Care Restructure Update</li> <li>• Member Visits to Children's Homes</li> <li>• Response to the National Transfer Scheme for Unaccompanied Asylum Seeking Children</li> </ul>
13 Feb 2017	Health	<ul style="list-style-type: none"> <li>• Meeting the Health Needs of Looked After Children</li> <li>• Meeting the Emotional and Mental Health Needs of Looked After Children</li> </ul>	<ul style="list-style-type: none"> <li>• Children and Young People in Care Strategy 2016-20 – Young Person's Version</li> <li>• Ofsted Inspection Outcome</li> </ul>

Meeting Date	Strategic Themes	Reports Supporting Strategic Theme	Other Reports
10 April 2017	Education	<ul style="list-style-type: none"> <li>• 2015-16 Annual Report of the Virtual School</li> <li>• Primary and Secondary Education data for Children in Care</li> </ul>	<ul style="list-style-type: none"> <li>• Local Area Teams and their role in supporting vulnerable children</li> </ul>
<b>Proposed Workplan for 2017-18 Municipal Year</b>			
26 June 2017	Emotional Wellbeing & Mental Health; Wellbeing; Relationships & Identity	<ul style="list-style-type: none"> <li>• Relevant performance data</li> <li>• Development action plan around Emotional and Mental Health Needs of Looked after Children and Findings from Ofsted and CQC Inspections in relation to supporting and promoting the health of looked after children</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Report to Learning &amp; Culture Policy and Scrutiny Committee</li> </ul>
25 Sept 2017	Respect & Involvement	<ul style="list-style-type: none"> <li>• Annual SMTIM Report</li> <li>• Annual Advocacy Report</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Reviewing Officer Annual Report</li> <li>• Member Visits to Children's Homes</li> </ul>
20 Nov 2017	Moving to Adulthood	<ul style="list-style-type: none"> <li>• Staying Put</li> <li>• Housing</li> <li>• Education, Training &amp; Employment</li> <li>• Apprenticeships</li> <li>• Where young people live</li> </ul>	

Meeting Date	Strategic Themes	Reports Supporting Strategic Theme	Other Reports
		<ul style="list-style-type: none"> <li data-bbox="745 204 1245 244">• Relevant performance data</li> </ul>	
12 Feb 2018			
16 April 2018			

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