

Public Document Pack

Tony Kershaw
Director of Law and Assurance

If calling please ask for:

Natalie Jones-Punch on 033 022 25098
Email: natalie.jones-punch@westsussex.gov.uk

www.westsussex.gov.uk

County Hall
Chichester
West Sussex
PO19 1RQ
Switchboard
Tel no (01243) 777100



2nd January 2019

Children and Young People's Services Select Committee

A meeting of the committee will be held at **10.30 am** on **Thursday, 10 January 2019** at **County Hall, Chichester**.

Tony Kershaw
Director of Law and Assurance

Agenda

- 10.30 am 1. **Declarations of Interests**
- Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. If in doubt please contact Democratic Services before the meeting.
- 10.30 am 2. **Minutes of the last meeting of the Committee** (Pages 5 - 12)
- The Committee is asked to agree the minutes of the meeting held on 31 October 2018 (cream paper).
- 10.30 am 3. **Urgent Matters**
- Items not on the agenda which the Chairman of the meeting is of the opinion should be considered as a matter of urgency by reason of special circumstances, including cases where the Committee needs to be informed of budgetary or performance issues affecting matters within its terms of reference, which have emerged since the publication of the agenda.
- 10.35 am 4. **Responses to Recommendations** (Pages 13 - 14)
- The Committee is asked to note the responses to recommendations made at the 31 October 2018 meeting.
- 10.40 am 5. **Forward Plan of Key Decisions** (Pages 15 - 30)
- Extract from the Forward Plan dated 21 December 2018.

An extract from any Forward Plan published between the date of despatch of the agenda and the date of the meeting will be tabled at the meeting.

The Committee is asked to consider whether it wishes to enquire into any of the forthcoming decisions within its portfolio.

- 10.45 am 6. **Review of Special Educational Needs and Disabilities (SEND) and Special Support Centres (SSCs)** (Pages 31 - 74)

Report by Executive Director Childrens, Adults, Families, Health and Education, and Director of Education and Skills.

A review and update of the objectives of the SEND Strategy 2016-19, including the proposal to develop additional SSCs, in order to educate children with SEND locally, therefore reducing out of county placements.

The Committee is asked to consider the issues raised in the report, to consider the need to develop SSCs in order to meet the needs of children and young people with SEND locally, and to support the proposal.

- 11.45 am 7. **Outcome of School Funding review 2019/20 consultation** (Pages 75 - 86)

Report by Executive Director Children, Adults, Health, Families and Education and Director of Education and Skills.

Following consultation with schools and the Schools Forum on proposed changes to funding arrangements affecting school budgets, the report sets out the suggested change to the distribution of funding for 2019/20.

The Committee is asked to consider the implications of the National Funding Formulae on the local funding formula for mainstream schools in West Sussex, to consider the impact of spending pressures for schools and on high needs expenditure. Finally, the Committee is asked to preview and support the Cabinet Member decision for changes to school funding in 2019/20.

The Committee will break for lunch at 12.30

- 1.00 pm 8. **West Sussex Safeguarding Children Board Annual Report 2017/18** (Pages 87 - 140)

Report by the Independent Chair of the West Sussex Safeguarding Children Board.

The report provides an overview of the work of the West Sussex

Safeguarding Children Board (WSSCB), and demonstrates the progress and challenges in the delivery of services to safeguard children.

The Committee is asked to consider the report, and to comment on whether any further scrutiny is required.

2.00 pm 9. **Business Planning Group Report** (Pages 141 - 144)

The report informs the Committee of the Business Planning Group meeting held virtually on 21 November 2018, setting out the key issues discussed.

The Committee is asked to endorse the contents of this report, and particularly the Committee's Work Programme revised to reflect the Business Planning Group's discussions (attached at Appendix 1).

2.15 pm 10. **Possible Items for Future Scrutiny**

Members to mention any items which they believe to be of relevance to the business of the Select Committee, and suitable for scrutiny, e.g. raised with them by constituents arising from central government initiatives etc.

If any member puts forward such an item, the Committee's role at this meeting is just to assess, briefly, whether to refer the matter to its Business Planning Group (BPG) to consider in detail.

2.15 pm 11. **Requests for Call-In**

There have been no requests for call-in to the Select Committee and within its constitutional remit since the date of the last meeting. The Director of Law and Assurance will report any requests since the publication of the agenda papers.

2.15 pm 12. **Date of Next Meeting**

The next meeting of the Committee will be held on 7 March 2019 at 10.30 am at County Hall, Chichester.

Any member wishing to place an item on the agenda for the meeting must notify the Director of Law and Assurance by 25 February 2019.

To all members of the Children and Young People's Services Select Committee

This page is intentionally left blank

Children and Young People's Services Select Committee

31 October 2018 – At a meeting of the Children and Young People's Services Select Committee held at 10.30 am at County Hall, Chichester.

Present: Mr Cloake (Chairman)

Mr High	Ms Flynn	Mr Wickremaratchi
Mr Baldwin	Mrs Hall	Mr Lozzi
Mrs Bennett	Mrs Jones	Mrs Ryan, Left at 1.30pm
Mrs Bridges	Ms Lord	Mr Cristin, Left at 1.30pm
Mrs Dennis	Mrs Mullins	

Absent: Mr Arnold

Also in attendance: Mr Marshall, Mr Burrett

Part I

23. Declarations of Interests

23.1 The following personal interests were declared:

- Mr Baldwin declared a personal interest in item 5 (School Effectiveness Strategy 2018-2022) as a governor of Holbrook Primary School.
- Mrs Bennett declared a personal interest in item 6 (Alterations to the IPEH Service) as she has worked with service users.
- Mr Cloake declared a personal interest in item 6 (Alterations to the IPEH Service) as his wife is a social worker.
- Mrs Dennis declared a personal interest in item 5 (School Effectiveness Strategy 2018-2022) as a governor of The Gattons Infant School, and item 6 (Alterations to the IPEH Service) as an appointed representative on the West Sussex Rural Mobile Youth Trust (Purple Bus).
- Mr High declared a personal interest in item 5 (School Effectiveness Strategy 2018-22) as a member of his family has an Education Health and Care Plan (EHCP).
- Mr Lozzi declared a personal interest in item 5 (School Effectiveness Strategy 2018-2022) as a parent governor of Tanbridge House School and a Local Authority Governor at Horsham Nursey School.
- Mrs Mullins declared a personal interest in item 6 (Alterations to the IPEH Service) as a representative on the Duke of Edinburgh's Award County Committee.

24. Minutes of the last meeting of the Committee

24.1 Resolved – that the minutes of the last meeting held on 12 September 2018 be approved as a correct record and that they be signed by the Chairman.

25. Forward Plan of Key Decisions

25.1 The Committee considered a tabled paper which was a new version of the Forward Plan dated 26 October 2018 (copy appended to the signed minutes). This version of the Forward Plan was not included in the Committee papers as it had been published following the statutory despatch of the agenda.

25.2 Resolved – that the Forward Plan be noted.

26. School Effectiveness Strategy 2018-2022

26.1 The Committee considered a report by the Executive Director Children, Adults, Families, Health and Education. The report was introduced by Mark Jenner, Head of School Effectiveness, who took the Committee through a presentation which was in two parts (copy appended to the signed minutes). The first part outlined key headlines in terms of outcomes from inspections by Ofsted and pupil performance data. The Committee heard the following:

- An average of 83.1% of schools in West Sussex were Ofsted rated good or outstanding in September 2018. An average of 84.4% of pupils were attending schools with an overall good or outstanding rating in September 2018.
- The target for the service is to have 92% of schools as good or outstanding, and the same percentage of pupils in those schools by 2022. This would mean 6,500 children in better schools.
- Good progress continues to be made in terms of narrowing the gap of attainment between West Sussex and national averages at Key Stages 1 and 2.
- West Sussex children with EHCPs or a statement of Special Educational Needs were now achieving higher than the nationally expected standard in reading, writing and mathematics. This showed a vast improvement from 2017.
- Although generally improvements were being seen in results, there was still some distance to go. The new School Effectiveness Strategy would continue to secure improved educational outcomes in West Sussex.

26.2 The second part of the presentation outlined the key aims and objectives for organisation and improvement in the new School Effectiveness Strategy. A summary of key points included the following:

- The learning experiences of children remain at the heart of the strategy.
- For school organisation, the aim by 2022 is to have a strong model of sustainable education for all types of school and key stages. For improvement, there would be an effective process to challenge and support all schools to increase quality and standards of education.
- The aspiration for the Strategy is to be in the top quartile of local authorities nationally for the quality and provision of learning across all age groups and abilities by 2022.

- The new School Effectiveness Strategy would see all schools visited by link advisers at varying frequencies depending on their Ofsted category rating. This would mean ongoing work with outstanding schools to maintain those standards.
- A new inspection regime from Ofsted would increase the range of leadership responsibilities for all schools. This had the potential to be particularly challenging for smaller schools, as they would need to provide more but with less funding.
- With their agreement, opportunities to federate smaller schools would be considered in order to strengthen expertise, governance and specialisms.
- In order to establish fewer dips in attainment, the strategy encourages the transition to an all-through primary school model where opportunities present themselves.

26.3 In discussion after the presentation, the following points were considered by members and answered by the Head of School Effectiveness.

- Members were keen to understand who would facilitate the formation of federations. The Head of School Effectiveness explained that conversations would take place with schools when opportunities arose, however no school would be forced to unify. Link advisers would establish a head teacher's readiness to lead more than one school, and inspections would indicate if a school was resilient enough to federate. Wider models of consideration would be required, including consultation with boards of governors.
- Members questioned whether governors undertook any training and if they were effectively holding leadership teams to account. The Head of School Effectiveness advised training was undertaken, and that whilst governance was robust in some areas, development needed to continue to strengthen the quality of support and challenge.
- Members asked if federations would help with the recruitment and retention of staff. The Head of School Effectiveness advised that collaborative approaches often spurred new ideas and could really help to move a school on, which could make for an attractive career prospect.
- Members asked about West Sussex's position amongst statistical neighbours in terms of meeting the national average for expected standards or better. The Committee was advised that for reading, writing and mathematics combined we were currently 8th out of 11. The Committee also heard that for reading alone, we were 4th out of 11 which was a good achievement on 2017. Improvements had also been made in mathematics and writing.
- Members were interested to see the positive results of disadvantaged groups in Crawley. They asked what had been done to achieve this, and how this could be moved out wider across the county. They heard that Crawley schools had been under pressure for some time and inclusion strategies were a high priority. A Quality First Teaching (QFT) model was used in order to meet the needs of all learners, resulting in an inclusive practice and changed culture for the schools overall. The question for the Education and

Skills directorate was now how to spread these projects out, resulting in adaptive leadership to meet a diverse group of needs.

- Members asked about the local authority's relationship with academies. The Head of School Effectiveness advised the new strategy applied to all West Sussex children, and the majority of schools in the county were still local authority maintained. West Sussex would continue to have conversations with academies where children were not achieving. The Cabinet Member for Education and Skills advised he would soon be meeting with an academy trust responsible for a number of schools in the county, in order to work to improve and maintain these relationships.
- Members noted that as well as continued support for disadvantaged groups, the needs of high achievers should also be a priority for the service.

26.4 The Cabinet Member for Education and Skills thanked members and the Head of School Effectiveness for their input, and advised the School Effectiveness Strategy 2018-2022 was a key document for the Education and Skills portfolio. He explained that the consultation process had opened up useful conversations resulting in this encouraging document.

26.5 Resolved that the Committee:-

1. acknowledge the pupil performance improvement at Key Stages 1 and 2 since 2016 and recent improvements in the quality of schools.
2. considers how it can actively support the Cabinet Member and officers in the strategy's implementation.
3. recommends that yearly updates are provided to the full committee.
4. notes the successes in the Crawley area, and would like the QFT model replicated throughout West Sussex.
5. recommends that quality governors are recruited to all schools, and that an extensive training programme be in place.
6. notes the positive impact of potential federations in terms of recruitment and retention, and recommends the service explores these opportunities when appropriate in consultation with the local member.
7. recommends the service aim for West Sussex to exceed national averages by 2020.

27. Alterations to the Integrated Prevention and Earliest Help (IPEH) Service

27.1 The Committee considered a report by the Executive Director Children, Adults, Families, Health and Education, and the Director of Children and Family Services. The report was introduced by Hayley Connor, Head of Integrated Prevention and Earliest Help (IPEH), who told the Committee:

- Following a reduction in government funding for the Troubled Families Initiative (TFI), IPEH must adapt its service to manage this loss of funds in order to maintain its successful Think Family

programme, which supports families and has prevented children being taken into local authority care.

- Savings of £560,000 were required in 2019/20, and the service has had to think carefully about IPEH's spending and delivery. £560,000 represented 3.8% of the net IPEH budget.
- 3 services were proposed for alteration in order to realise the saving of £560,000 as follows:
 - Operating authority for the Duke of Edinburgh's (D of E) Award Scheme
 - Administration and delivery of National Citizen Service (NCS) in Chichester and Arun
 - Mobile Offer – Purple Bus
- Vacancies within the service would also be managed by reassigning existing staff to operate in a more flexible way, as opposed to recruiting to fill these roles.
- It was necessary that the service act now to ensure the protection of essential elements of the IPEH service. The grant will reduce from 2019.

27.2 The Committee discussed the following key points, and questions were answered by the Cabinet Member for Children and Young People, the Head of IPEH, Jo Millward, Service Leader for IPEH and Mark Frankland, Principal Manager Operations Safeguarding and Child Protection.

- Members were very concerned about the implications for children going forward and noted the positive difference that these initiatives made to their lives. The Cabinet Member and Head of IPEH explained that provision for the continuation of these services outside of the local authority was being explored. The plan to relinquish the Duke of Edinburgh Award licence would not impact any young person currently enrolled on the scheme. Members also heard that WSCC would not be unique in no longer co-ordinating or administering the service, and many other LAs had relinquished the licence in the same way. For the NCS, officers advised that the regional contract provider had indicated a willingness to deliver the service from January 2019.
- Members questioned whether this was a short-term solution to what might be the beginning of many further cuts to come, and if so, what degradation of service would be next. The Cabinet Member for Children and Young People explained that the service could deal only with the current circumstances, however every effort would be made to continue to maintain key areas of support.
- Members considered the risk that IPEH might drop from being a pioneering service to offering just average targeted and universal services. The Cabinet Member for Children and Young People advised that financial challenges meant services would be inevitably be in transient positions, and as with other portfolios, service propositions have to be reviewed in order to operate within their funding parameters.
- Members considered the risk to children and vulnerable families by losing some of IPEH's workforce. The Head of IPEH advised these vacant positions were not being removed from frontline areas, and the staff in question were being reassigned in order to deliver more face-to-face work with families. The purpose of not filling these

vacancy gaps, and the withdrawal of some services, was to further strengthen and invest in the Think Family programme to continue to operate a high level of service for the most vulnerable children and families.

- Members noted that 11% of the IPEH budget was for resourcing intentionally homeless issues, and asked how WSCC could address and share the burden of this. The Head of IPEH advised that partnership working with district and borough councils did take place, however the drivers for homelessness were many and varied. She added that the Worthing Hub was trialling a homelessness intervention scheme which was already showing dividends. Members hoped this might be an area to help neutralize further cost pressures in the future.

27.3 The Chairman of the Committee had received a letter from the Chairman of the Trustees for the Purple Bus, which requested the content be considered at the meeting. The letter asked that West Sussex County Council (WSCC) continue to fund the Purple Bus scheme until the end of the 2018/19 financial year (31st March 2019) as had been understood, and not cease in December 2018. This would enable them time to secure new funding streams and continue the work of the Trust. The Committee suggested that WSCC should continue to fund the scheme until the end of the current financial year. The Head of IPEH noted there were operational details to be considered, however a commitment had been made with the Trust to manage the transition.

27.4 Resolved that the Committee endorses the proposals to reshape IPEH in order to manage the reduction in resources in 2019/20, subject to the consideration of appropriate contingency arrangements as detailed in Recommendation 4. The Committee further recommends:

1. that the Cabinet Member for Children and Young People write to the relevant Government Minister to strongly request the continuation of the Troubled Families Initiative (TFI).
2. that the Cabinet Member consider the wider impact these changes may have on other IPEH services.
3. that the Cabinet Member for Children and Young People contact local MPs, District, Borough, Town and Parish councils to strengthen collaborative working with IPEH, particularly earliest help, to keep this offer strong.
4. that the Cabinet Member considers whether contingency arrangements can be put in place for all three affected areas to allow effective continuation of service beyond IPEH, and that no children are disadvantaged or discouraged.
5. that the IPEH service returns to the Committee at the earliest possible opportunity to consider any further reductions that may be required resulting from future declines in funding.

28. Provision of accommodation for Care Leavers

28.1 The Committee considered a report by the Executive Director Children, Adults, Families, Health and Education. The report was introduced by Catherine Galvin, Programme Director Transformation and

Infrastructure, and Stuart Gibbons, Strategic Market Development Manager. The Committee heard the following:

- WSCC has a responsibility to provide support for children and young people expected to cease, or who have ceased to be looked after.
- As part of the Children's Commissioning Strategy 2018-2021, a proposal had been developed to provide accommodation to support these Children Looked After (CLA) to move towards independence in adult life.
- The Leaving Care Service currently supports around 600 young people. Of that number, approximately 150 are in some form of supported accommodation supplied by external providers.
- The proposal aims to purchase around 20 supported and training accommodation units for these young people to take their final steps from local authority care towards independent living. If approved, a business case would be developed in collaboration with external partners, which would consider a range of types of accommodation and locations.
- Giving young people a history of maintaining a tenancy in one of these units would make them more attractive to the private rented sector. The current private rental market is extremely competitive, with a shortage of self-contained flats.
- As well as effectively supporting West Sussex care leavers, this proposal would also realise savings for the service. The current cost for an externally provided bed space could be anywhere from £500 to £1000 per week. Providing in-house accommodation for these young people would cost WSCC approximately between £250 and £350 per week.

28.2 Members thanked the Strategic Market Development Manager and the Programme Director Transformation and Infrastructure for a very positive and informative account of the proposal. The following points were considered in discussion:

- Members queried whether 20 of these units would be enough. Officers advised that as part of the Commissioning Strategy, this would be a trial which offered quite targeted support. It would likely be uncovered as part of the trial and business case if more than 20 were required. The emphasis on these units would be to educate the young people to work, manage their health and budget, and would be relatively short term. It was anticipated they would house approximately 40 to 60 young people per year, on 4 to 6 month stays.
- Members were interested to know if these units of accommodation would be available for foster care leavers, and those with special needs or disabilities. Officers advised that they would be available to all types of young people leaving the care system, and that no demographic would be excluded. This would also include young parents. The Programme Director for Transformation and Infrastructure advised work was also currently ongoing with Lifelong Services colleagues.
- Members asked if the overall aim for West Sussex was to own all accommodation for these types of young people. The Strategic Market Development Manager advised WSCC needed and wanted to

provide the best for our care leavers, and if this initial investment worked out well there would ultimately be more than 20 units.

- The proposals were welcomed by the Committee.

28.3 Resolved that the Committee:

1. supports the principles and aims of the proposal
2. recommends that caution is exercised when choosing the location and quality of the properties used.
3. recommends that work is undertaken with local members, the Corporate Parenting Panel and local councils (including district, borough, town and parish) when planning possible locations.
4. strongly supports the running of a best practice model.
5. requests that an update is provided to the Select Committee at the business case stage.

29. Business Planning Group Report

29.1 The Committee considered a report from the Business Planning Group. The report was introduced by Rachel Allan, Senior Adviser Democratic Services.

29.2 The Education and Skills Annual Report Task and Finish Group would take place in early 2019; the membership would comprise Mr High, Ms Lord, Mrs Mullins and Mrs Dennis.

29.3 Resolved that the Committee endorses the contents of the Business Planning Group Report, with the addition of an item in January on Demand and Capacity in Children's Social Care, and an update on the proposals for the creation of additional Special Support Centres (SSCs).

30. Date of Next Meeting

30.1 The Committee noted that the next scheduled meeting will be held on 10 January 2019 at 10.30am at County Hall, Chichester.

The meeting ended at 2.43 pm

Chairman

13 December 2018

Michael Cloake
Chairman
Children and Young People's Services Select Committee

Dear Michael,

Alterations to the Integrated Prevention and Earliest Help (IPEH) Service

I am writing in response to the recommendations from the Children and Young People's Services Select Committee on 31 October 2018, and have addressed these in detail below. I am grateful for your Committee's scrutiny of this proposal, and in particular members' strong and continuing support for the principle of Early Help.

The recommendations to me from your Committee and my responses are as follows:

- 1. that the Cabinet Member for Children and Young People write to the relevant Government Minister to strongly request the continuation of the Troubled Families Initiative (TFI).**

The County Council has raised these points with the Ministry for Housing, Communities & Local Government on several occasions, including through a County Council resolution, and later through personal dialogue between our Leader and the Minister. We have provided evidence and case studies to illustrate the positive benefits of integrated prevention and earliest help in West Sussex. I agree that there is value in formally communicating to government that resource reductions are becoming necessary in West Sussex, due to the tailing-off of grant, and many other authorities will be in the same position.

- 2. that the Cabinet Member consider the wider impact these changes may have on other IPEH services.**

Working with officers, I have satisfied myself that there is no wider impact of the proposed changes than those described to the Select Committee at your meeting. As was explained then, we do not anticipate any adverse experiences, either for customers already participating in the stated activities, or prospective users.

- 3. that the Cabinet Member for Children and Young People contact local MPs, District, Borough, Town and Parish councils to strengthen collaborative working with IPEH, particularly earliest help, to keep this offer strong.**

The power of the wider IPEH Partnership in collective responsibility for outcomes with families and their wider communities is readily acknowledged. In common with officers, I have many opportunities to meet with and influence partners and key stakeholders, and will be ensuring that this message of strengthening collaborative working is heard. The issue will be tabled at a forthcoming meeting of West Sussex MPs. A special meeting of the IPEH Partnership Board has been called on 14 December to look at the context and implications of this decision before it is formally taken. We place a very high reliance on partner contributions, and it is important that the County Council does not shoulder a disproportionate amount of the burden of what should be a common responsibility across the public sector.

- 4. that the Cabinet Member considers whether contingency arrangements can be put in place for all three affected areas to allow effective continuation of service beyond IPEH, and that no children are disadvantaged or discouraged.**

Detailed work on the feasibility of these proposals is continuing in advance of a firm decision. On the basis of what we know currently, I am confident that a smooth transition to the new arrangements can be achieved, and that, as stated at the meeting, no current or prospective candidates or service users will be disadvantaged by the changes.

- 5. that the IPEH service returns to the Committee at the earliest possible opportunity to consider any further reductions that may be required resulting from future declines in funding.**

I am keen to involve your Committee in future debates about the IPEH service, not least because of your members' evident commitment to Early Help principles, and their grounding in the subject from the original discussions about the formation of this excellent service, during 2016/17. I have to sound a note of caution however, in that – in common with all our services – future financial pressure is virtually inevitable. Nonetheless we will continue to press central government for a favourable outcome, and I assure you of my personal commitment to continuing to operate a preventative service to support our most vulnerable families in West Sussex.

Thank you for your Committee's careful scrutiny of these proposals.

Yours sincerely,



Paul Marshall

Cabinet Member for Children and Young People
West Sussex County Council



Forward Plan of Key Decisions

Explanatory Note

The County Council must give at least 28 days' notice of all key decisions to be taken by members or officers. The Forward Plan includes all key decisions and the expected month for the decision to be taken over a four-month period. Decisions are categorised in the Forward Plan according to the [West Sussex Plan](#) priorities of:

- Best Start in Life
- A Prosperous Place
- A Safe, Strong and Sustainable Place
- Independence in Later Life
- A Council that Works for the Community

The Forward Plan is updated regularly and key decisions can be taken daily. Published decisions are available via this [link](#). The Forward Plan is available on the County Council's website www.westsussex.gov.uk and from Democratic Services, County Hall, West Street, Chichester, PO19 1RQ, all Help Points and the main libraries in Bognor Regis, Crawley, Haywards Heath, Horsham and Worthing.

Key decisions are those which:

- Involve expenditure or savings of £500,000 or more (except decisions in connection with treasury management); and/or
- Will have a significant effect on communities in two or more electoral divisions in terms of how services are provided.

The following information is provided for each entry in the Forward Plan:

Decision	The title of the decision, a brief summary and proposed recommendation(s)
Decision By	Who will take the decision
West Sussex Plan priority	See above for the five priorities contained in the West Sussex Plan
Date added to Forward Plan	The date the proposed decision was added to the Forward Plan
Decision Month	The decision will be taken on any working day in the month stated
Consultation/ Representations	Means of consultation/names of consultees and/or dates of Select Committee meetings and how to make representations on the decision and by when
Background Documents	What documents relating to the proposed decision are available (via links on the website version of the Forward Plan). Hard copies of background documents are available on request from the decision contact.
Author	The contact details of the decision report author
Contact	Who in Democratic Services you can contact about the entry

For questions about the Forward Plan contact Helena Cox on 033022 22533, email helena.cox@westsussex.gov.uk.

Published: 21 December 2018



Forward Plan Summary

Summary of all forthcoming executive decisions in West Sussex Plan priority order

Page No	Decision Maker	Subject Matter	Date
 Best Start in Life			
5	Executive Director Economy, Infrastructure and Environment	Award of Contract for the expansion of Bourne Community College	December 2018
5	Executive Director Economy, Infrastructure and Environment	Award of Contract for the expansion of St Mary's Catholic Primary School, Bognor Regis	December 2018
6	Director of Children and Family Services	Award of Dynamic Purchasing System Agreements	December 2018
7	Cabinet Member for Education and Skills	Proposed increase in space at Manor Green Primary School, Crawley	December 2018
8	Cabinet Member for Education and Skills	Expansion works to Nyewood Junior School, Bognor Regis	January 2019
9	Cabinet Member for Education and Skills	School Funding 2019/20	January 2019
10	Cabinet Member for Education and Skills	Woodlands Meed College Site, Burgess Hill - Allocation of Funding for Design Fees	January 2019
10	Executive Director Economy, Infrastructure and Environment	Completion of expansion works to Northgate Primary School	February 2019
11	Cabinet Member for Education and Skills	Expansion of Shelley Primary School, Broadbridge Heath	February 2019
12	Cabinet Member for Education and Skills	Expansion of Sompting Village Primary School	February 2019
13	Executive Director Economy, Infrastructure and Environment	Award of Contract for the expansion works to Nyewood Junior School, Bognor Regis	February 2019
13	Executive Director Economy, Infrastructure and Environment	Award of Contract for the expansion of Shelley Primary School, Broadbridge Heath	February 2019
14	Executive Director Economy, Infrastructure and Environment	Award of Contract for the expansion of Sompting Village Primary School	February 2019

 A Prosperous Place			
15	Cabinet Member for Highways and Infrastructure	A29 Realignment Scheme	December 2018
16	Cabinet Member for Highways and Infrastructure	Strategic Transport Investment Programme (2018/2019)	December 2018
16	Cabinet Member for Highways and Infrastructure	Gatwick Airport Draft Master Plan 2018: Approval of Consultation Response	January 2019
17	Leader	Burgess Hill Growth Programme - Approval of Place and Connectivity Programme Funding Agreement	January 2019
18	Director of Highways and Transport	Broadbridge Heath Major Highway Improvement Scheme	February 2019
19	Cabinet Member for Highways and Infrastructure	Highways and Infrastructure 2019/20 Forward Works Programmes and Annual Delivery Programme	February 2019
20	Cabinet Member for Highways and Infrastructure	Guidance on Parking in New Developments	March 2019
 A Strong, Safe and Sustainable Place			
21	Cabinet Member for Environment	Soft Sand Review - Issues and Options Consultation (Regulation 18 stage)	December 2018
22	Cabinet Member for Safer, Stronger Communities	Contract arrangements for Voluntary Sector Infrastructure (VCSI)	December 2018
23	Cabinet Member for Safer, Stronger Communities	Community Hubs	January 2019
24	Cabinet Member for Safer, Stronger Communities	Future Mobilisation Arrangements for West Sussex Fire and Rescue Service	January 2019
25	Executive Director Children, Adults, Families, Health and Education	Short Break Services for Family and Friends Carers (Adults)	January 2019
26	Cabinet Member for Adults and Health	Tobacco Control Strategy for West Sussex	January 2019
27	Cabinet Member for	Halewick Lane Energy Storage Project	March 2019

Agenda Item 5

	Environment		
 Independence in Later Life			
28	Cabinet Member for Adults and Health	Approval of the Vision and Strategy for Adult Social Care	January 2019
 A Council that works for the Community			
29	Leader, Cabinet Member for Finance and Resources	Total Performance Monitor (Rolling Entry)	Between April 2018 and April 2019
30	Cabinet Member for Finance and Resources	Review of Property Holdings (Rolling Entry)	Between January 2018 and December 2018
30	Cabinet Member for Finance and Resources	Procurement of Outdoor Media Services	December 2018
31	Cabinet	Approval of the County Council's Revenue Budget 2019/20 and Capital Programme 2019/20 to 2023/24	January 2019
32	Cabinet Member for Safer, Stronger Communities	Community Initiative Fund (CIF)	January 2019
33	Cabinet Member for Adults and Health	Contract arrangements for Community Advice (Citizens Advice)	January 2019
34	Cabinet Member for Adults and Health	Procurement of Mortuary Services for West Sussex	May 2019
Strategic Budget Options 2019/20			
35	Cabinet Member for Safer, Stronger Communities	Proposed Savings from the Communities and Public Protection budget for 2019/2020	January 2019

Best Start in Life

Executive Director Economy, Infrastructure and Environment

Award of Contract for the expansion of Bourne Community College	
<p>Due to growing demand for school places there is a need to expand Bourne Community College to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contracts for the works.</p> <p>Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract to expand Bourne Community College.</p>	
Decision By	Lee Harris - Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	17 April 2018
Decision Month	December 2018
Consultation/ Representations	Representations concerning this proposed decision can be made to the Executive Director Economy, Infrastructure and Environment, via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Executive Director Economy, Infrastructure and Environment

Award of Contract for the expansion of St Mary's Catholic Primary School, Bognor Regis	
<p>Due to growing demand for school places in the Bognor Regis area there is a need to expand St Mary's Catholic Primary School to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contracts for the works.</p>	

Agenda Item 5

<p>Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract to expand St Mary's Catholic Primary School.</p>	
Decision By	Lee Harris - Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	17 April 2018
Decision Month	December 2018
Consultation/ Representations	Representations concerning this proposed decision can be made to the Executive Director Economy, Infrastructure and Environment, via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Philippa Hind Tel: 033 022 23041
Contact	Wendy Saunders Tel: 033 022 22553

Director of Children and Family Services

<p>Award of Dynamic Purchasing System Agreements</p>
<p>The County Council has a statutory responsibility to ensure the sufficiency of a variety of accommodation based services for children, young people and young adults. This responsibility includes children who are looked after (CLA), those with special educational needs and disabilities (SEND), care leavers, those on the edge of care, unaccompanied asylum seekers (UASC) and those at risk of homelessness.</p> <p>Whilst the County Council provides some of these services, the demand is such that a significant number of placements have to be purchased from the external market and evaluation shows this is a trend expected to continue.</p> <p>In July 2018 the Cabinet Member for Children and Young People and the Cabinet Member for Education and Skills jointly approved the procurement of a Dynamic Purchasing System (DPS), to facilitate the purchasing of placements for individual children from providers of accommodation based services including independent foster and residential care and independent and non-maintained special schools, as and when they are required. The term of the DPS is to be 7 years in total, starting on 1 March 2019 and concluding on 28th February 2026. The Cabinet Members also delegated authority to the Director of Children and Family Services to implement the DPS.</p> <p>A procurement process has taken place and the Executive Director Children, Adults, Families, Health and Education will be asked to approve the commencement of awards to providers qualified to join the DPS.</p>

Decision By	- Director of Children and Family Services
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	12 November 2018
Decision Month	December 2018
Consultation/ Representations	Representations concerning this proposed decision can be made to the Executive Director, via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	Cabinet Member Decision Report
Author	Stuart Gibbons Tel: 033 022 226218
Contact	Wendy Saunders - 033 022 22553

Cabinet Member for Education and Skills

Proposed increase in space at Manor Green Primary School, Crawley	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. The County Council has been closely monitoring the number of pupils across the county and this number has been rising for the last five years, including the number of children with Special Educational Needs and Disabilities (SEND).</p> <p>Manor Green Primary School in Crawley, a school which caters for children with a wide range of SEND, has admitted increasing numbers of children in recent years. The School requires expansion to provide additional teaching space to accommodate the growing pupil population; it is intended that this additional space will be in place for September 2019.</p> <p>This proposal will be the subject of a public consultation during October and November 2018. Following assessment of the outcome of the consultation the Cabinet Member for Education and Skills will be asked to decide whether the expansion should proceed.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	16 October 2018
Decision Month	December 2018
Consultation/ Representations	A public consultation exercise with parents, education stakeholders and the wider community will be completed during October and November 2018. This complies with statutory guidance published by the Department for Education.

Agenda Item 5

	<p>A summary of responses will be available on the County Council website upon completion of the consultation exercise.</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	Public Consultation
Author	Vanessa Cummins Tel: 033 022 23046
Contact	Wendy Saunders - 033 022 22553

Cabinet Member for Education and Skills

Expansion works to Nyewood Junior School, Bognor Regis	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Due to growing demand for school places in the Bognor Regis area, in 2015, following a public consultation, the Governing Body for Nyewood Junior School, agreed an expansion to increase the school's admission number from 75 pupils in each year group to 90 pupils in each year group. A new school hall is required to complete the expansion project and design work to enable the development of a new hall is underway .</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of the funds required to enable the project to proceed.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	27 November 2018
Decision Month	January 2019
Consultation/ Representations	<p>School, parents and local residents, Parish and District Councils. Cabinet Member for Finance and Resources</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the author or officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders - 033 022 22553

Cabinet Member for Education and Skills**School Funding 2019/20**

In September 2017 the Government announced its plans to allocate funding to Local Authorities (LAs) for Schools and High Needs through a new National Funding Formula (NFF). It is the long term intention for mainstream schools to receive this funding directly from Government, and this could happen as early as 2021/22. Until then the County Council is responsible for distributing funding to schools through its locally agreed formula. The County Council needs to review its local formula factors and unit values for the allocation of funding to mainstream schools to determine how best to make changes to move towards full NFF implementation.

Finance regulations require that schools and academies are consulted about any proposals to change the local formula or other funding arrangements that may affect future school funding. Formal consultation with schools and academies about proposed changes for 2019/20 is taking place during November 2018 before a report is considered by the Schools Forum at its meeting in December.

Along with proposals to change the local formula, the consultation will also cover the potential transfer of funds from both the Schools block and Early Years block to the High Needs block to address cost pressures in this budget.

Following analysis of the responses from schools to the consultation proposals and the outcome of the consultation with the Schools Forum the Cabinet Member will be asked to consider whether to approve the changes to the distribution of funding for 2019/20.

Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	
Decision Month	January 2019
Consultation/ Representations	All West Sussex Maintained Schools and Academies Schools Forum - 6th December 2018 and 21st January 2019 Children and Young People's Services Select Committee - 10th January 2019 Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	DfE School Funding 2019/20 Operational Guidance
Author	Graham Olway Tel: 033 022 223029
Contact	Wendy Saunders - 033 022 22553

Cabinet Member for Education and Skills

Woodlands Meed College Site, Burgess Hill - Allocation of Funding for Design Fees

The SEND Strategy 2016-2019 aims to provide high quality local education provision for children and young people with SEND and optimise value for money from the High Needs Block of the Dedicated Schools Grant.

Initial feasibility work has been undertaken on the potential options to improve accommodation for the 15-19 year-old pupils who attend Woodlands Meed, a Special School and College for 2-19 year-olds located in Burgess Hill. A preferred option will be proposed.

Further detailed work will be required to progress the design, including the submission of a planning application and detailed designs allowing for works to be tendered to identify the full cost of the proposal. The Cabinet Member is asked to confirm the preferred option and to approve the arrangements required to enable the scheme to proceed subject to the inclusion of adequate funds in the Capital Programme at County Council in February 2019.

Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	21 December 2018
Decision Month	January 2019
Consultation/ Representations	School. Cabinet Member for Finance and Resources. Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the author or officer contact, by the beginning of the month in which the decision is due to be taken
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders - 033 022 22553

Executive Director Economy, Infrastructure and Environment

Completion of expansion works to Northgate Primary School

The County Council has a statutory duty to provide sufficient school places for all children who need a place. Due to the growing demand for school places in the Northgate area of Crawley an expansion project has been progressing at the school to enable the school to increase admission numbers from 60 pupils in each year group to 90 pupils in each year group.

<p>The initial budget allocation to fund this project has proved to be insufficient to achieve all the works required for the school expansion. The Executive Director Economy, Infrastructure and Environment will therefore be asked to approve the expenditure of additional funding to enable the completion of the expansion works at Northgate Primary School.</p>	
Decision By	- Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	14 December 2018
Decision Month	February 2019
Consultation/ Representations	<p>Director of Education and Skills</p> <p>Representations concerning this proposed decision can be made to the Executive Director for Economy, Infrastructure and Environment via the author or officer contact, by the beginning of the month in which the decision is due to be taken</p>
Background Documents (via website)	None
Author	Carol Bruce Tel: 033 022 23055
Contact	Wendy Saunders - 033 022 22553

Cabinet Member for Education and Skills

Expansion of Shelley Primary School, Broadbridge Heath	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Due to growing demand for school places in the Broadbridge Heath area there is a need to expand the local Primary School to accommodate additional pupils. The expansion of Shelley Primary School in Broadbridge Heath from a 40 place admission (280 place) to a two form entry (420 place) primary school was endorsed in a previous decision by the Cabinet Member.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of the funds required to enable the expansion project to proceed.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	4 December 2018
Decision Month	February 2019
Consultation/ Representations	School, parents and local residents, Parish and District Councils. Cabinet Member for Finance and Resources.

Agenda Item 5

	Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the author or officer contact, by the beginning of the month in which the decision is due to be taken
Background Documents (via website)	Decision ES14(12/13) Decision ES09(18/19)
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders - 033 022 22553

Cabinet Member for Education and Skills

Expansion of Sompting Village Primary School	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Due to growing demand for school places in the Sompting area there is a need to expand the local Primary School to accommodate additional pupils. In March 2017 the Cabinet Member for Finance approved an expansion of Sompting Village Primary School to increase its admission number from 60 pupils in each year group to 90 pupils in each year group with effect from September 2019.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of the funds required to enable the expansion project to proceed.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	4 December 2018
Decision Month	February 2019
Consultation/ Representations	<p>School, parents and local residents, Parish and District Councils. Cabinet Member for Finance and Resources.</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the author or officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	Decision Report FIN09 (16/17)
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders - 033 022 22553

Executive Director Economy, Infrastructure and Environment

Award of Contract for the expansion works to Nyewood Junior School, Bognor Regis	
<p>Due to growing demand for school places, an expansion project was undertaken at Nyewood Junior School in 2015 to increase the published admission number from 75 to 90 places per year. A new school hall is required to complete the expansion. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the project to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contract for the works.</p> <p>Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract for the new hall for Nyewood Junior School.</p>	
Decision By	- Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	14 December 2018
Decision Month	February 2019
Consultation/ Representations	Representations concerning this proposed decision can be made to the Executive Director Economy, Infrastructure and Environment, via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders - 033 022 22553

Executive Director Economy, Infrastructure and Environment

Award of Contract for the expansion of Shelley Primary School, Broadbridge Heath	
<p>Due to growing demand for school places there is a need to expand Shelley Primary School to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contract for the works.</p> <p>Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract to expand Shelley Primary School.</p>	
Decision By	- Executive Director Economy, Infrastructure and Environment
West Sussex Plan	Best Start in Life

priority	
Date added to Forward Plan	14 December 2018
Decision Month	February 2019
Consultation/ Representations	Representations concerning this proposed decision can be made to the Executive Director for Economy, Infrastructure and Environment via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders - 033 022 22553

Executive Director Economy, Infrastructure and Environment

Award of Contract for the expansion of Sompting Village Primary School	
<p>Due to growing demand for school places there is a need to expand Sompting Village Primary School to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contract for the works.</p> <p>Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract to expand Sompting Village Primary School.</p>	
Decision By	- Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	14 December 2018
Decision Month	February 2019
Consultation/ Representations	Representations concerning this proposed decision can be made to the Executive Director, Economy, Infrastructure and Environment via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None

Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders - 033 022 22553

This page is intentionally left blank

Children and Young People's Services Select Committee
--

10 January 2019

Special Educational Needs and Disabilities

Report by Executive Director Children, Adults, Families, Health and Education and Director of Education and Skills.
--

Summary

The West Sussex County Council Special Educational Needs and Disability (SEND) Strategy 2016-19 objectives are:

1. To ensure that children with SEND are, where possible, welcomed and included within their local mainstream school.
2. To ensure that local mainstream and special provision is effective, of a high quality and delivers good educational outcomes for children and young people with SEND.
3. To build a model of educational provision and support in West Sussex which enables young people with SEND, wherever possible, to live and go to school/college locally.
4. To deliver an offer that is sustainable and cost effective now and into the future and takes due account of predicted demand.

There is a need to reduce the number of children and young people with special educational needs and disabilities (SEND) moving from maintained schools and academies into costly out of county education provision. Increasing provision for children and young people with SEND through the creation of up to 11 additional Special Support Centres (SSCs) will assist in the aim of enabling children to attend school locally.

It has been identified that children with autism and/or social, emotional and mental health needs are more likely to move into independent and non-maintained schools (INMS) because it is currently not possible to meet their needs in maintained schools and academies. By creating more provision to meet these areas of need the County Council will be able to reduce spending on both expensive placements at INMS and costs associated with transporting children to out of county provision.

The first step would be to develop a full business case to support the proposals set out in this report for consideration within the County Council's capital programme governance and subsequent prioritisation within the capital programme.

The focus for scrutiny

That the Committee consider the issues raised in this report, understands the need to ensure that the provision across the county meets the needs of children and young people with SEND and support the proposal to develop additional specialist support centres attached to mainstream schools in order to educate children with SEND locally in mainstream education and reduce out of county placements.

Proposal

1. Background and Context

- 1.1 The West Sussex Special Educational Needs and Disabilities (SEND) Strategy was approved in October 2016. The objectives of the Strategy are:
- To build a model of educational provision and support in West Sussex which enables young people, wherever possible, to live and go to school/college locally.
 - To ensure that local mainstream and special provision is effective, of a high quality and delivers good educational outcomes for children and young people with SEND.
 - To ensure that children with SEND are, where possible, welcomed and included within their local mainstream school.
 - To deliver an offer that is sustainable and cost effective now and into the future and takes due account of predicted demand.
- 1.2 As part of the implementation of the SEND Strategy, a review of existing specialist provision was undertaken. In addition, the number of children with SEND that are educated in placements out of the county as their needs are not able to be met in maintained schools or academies was also reviewed.
- 1.3 The high needs block funding from the Department for Education is currently no longer sufficient to meet the increasing costs of providing for the number of children with education health and care plans (EHCPs). In March 2015 3,423 children and young people in West Sussex had EHCPs and by August 2018 this number had risen by almost 49% to 5,096.
- 1.4 The needs of children with SEND are also becoming more complex and this is driving increased financial pressures across the system. There is a shortage of local specialist educational provision to meet need, particularly in relation to autism spectrum (ASD) disorder and social, emotional and mental health needs (SEMH), and this is resulting in the County Council needing to increase the number of children educated in specialist placements with independent providers. There is also an increased demand for top-up funding across all settings.
- 1.5 There is a lack of capacity within mainstream schools to provide a graduated response to additional needs. Many schools are facing financial pressures and therefore do not have the capacity to provide additional support to pupils. As a result, this is driving up the demand for more specialist education services, as children with low level SEND who could potentially attend mainstream schools are being educated in more specialist provision. This is coupled with an increase in the number of pupils being excluded and the need to provide costly alternative provision. Parental requests for specific high cost placements and tribunal decisions to support parental preference are also further driving demands on the dedicated schools grant high needs block.
- 1.6 Special Support Centres (SSCs) are units attached to mainstream schools which offer additionally-resourced provision for children with particular types of SEND. There are currently 32 SSCs across West Sussex in the primary and secondary phases for the following areas of need: Physical Disability, Social Communication/Autistic Spectrum Condition, Speech and Language Difficulties, Additional Learning Needs and Sensory Impairment.

- 1.7 Currently only 7 of the 32 SSCs have a designation for autism and these are not evenly spread across the county. In some areas of the county children are travelling significant distances to access provision. This is putting additional financial pressure on to the Council's home to school transport budget, which is currently forecast to overspend by £2m for the 2018/19 year.
- 1.8 By increasing provision for children and young people with SEND through the creation of additional SSCs, it will be possible to educate children locally and reduce the costs associated with educating children out of county in INMS. There will also be a potential reduction in transport costs by placing children more locally.

2. Proposal Details

- 2.1 It would be proposed to increase the number SSCs in mainstream schools by up to 11 additional units. The capital costs of the proposals will be finalised as the the business cases are progressed. Assuming an average of 12 places per unit this could deliver additional places for children with communication and interaction needs, including autism, and SEMH. It is anticipated that secondary centres would accommodate 20 children per unit.
- 2.2 An initial review of sites and need has been undertaken, and as a result of this analysis it is proposed to deliver this project in three phases. Under phase one it is proposed to establish:
- 2 SSCs in maintained nurseries based in Chichester and Horsham which will each be for 8 children with identified communication and interaction needs. This will provide parity of provision with the other two maintained nurseries in Bognor Regis and Worthing, and enable earlier intervention.
 - Additional provision for children identified with SEMH needs in two primary schools
- 2.3 The 4 SSCs identified for development in phase one have been selected because they do not require extensive building work so could be delivered without the need to obtain planning permission, and be up and running by September 2019. However, initial feasibility studies indicate that these additional units may only be able to cater for 8 places each due to the age and needs of the children.
- 2.4 Further feasibility studies are currently being carried out on a number of additional school sites to deliver Phase 2 and 4, with potential for up to 7 being selected in line with a needs analysis. The aim is to have all studies undertaken and costed by early January 2019. The 7 additional SSCs are likely to be sited in modular buildings, which will require planning permission and therefore take longer to deliver. These are planned to be built as part of phases two and three, with potential opening dates of September 2020 and September 2021 respectively.
- 2.5 Further detail would be developed for a full business case that would be taken through the County Council's capital governance procedures to assess feasibility and priority for capital programme funding. Each phase of delivery would

require separate approvals and any proposal taken forward would be subject to the relevant decision making arrangements.

3. Inclusion

3.1 The SEND Strategy has focused on increasing inclusion in mainstream schools through the following actions:

- The Index for Inclusion Project has resulted in 45 schools evidencing improved inclusive practice with case studies to be shared with wider group of schools
- The SEND Partnership Boards have involved 49 schools and the Alternative Provision College in identifying best practice to improve outcomes for pupils with SEND, including increasing attendance and reducing exclusions
- A pilot of a Provision Mapping Tool developed by the Local Authority has been well received, enabling schools to evidence how they are spending their notional SEN funding on provision for pupils with SEND and measuring impact on outcomes
- A SENCO Development programme supported 16 SENCOs to develop their practice to impact on outcomes for pupils with SEND
- An Inclusion Log has been developed to share information relating to SEND and inclusion with the Area Inclusion and Improvement Board to identify both where schools are in need of support and where there is best practice which can be shared
- An Inclusion Framework is being developed to support schools to evaluate their own inclusive practice and identify actions to bring about change
- A West Sussex Social Emotional and Mental Health Strategy is being developed to outline the support available and the expectations of schools and settings to reduce the numbers of children being excluded

3.2 The SEND Strategy has also been addressing the quality of provision for children and young people requiring specialist provision through the following projects and actions:

- Therapy in Schools
Improving access to therapy (both physiotherapy and occupational therapy) impacts on parental confidence and reduces the risk of placement in independent non-maintained special schools (INMSS), either at school entry or at a later date. The TIS pilot has focussed on the delivery of enhanced occupational therapy and physiotherapy in 3 special schools over an 18-month period.

Through the work of the pilot more parents are viewing local schools as an option for their child (demonstrated by Palatine having 5 families visit this autumn as compared to nil in the previous 2 years). TIS replicates key elements that parents see in INMSS provision, enabling maintained special schools to demonstrate skills and expertise in meeting complex needs.
- The Intensive Planning Team
Having a highly skilled virtual team that works across education, health and social care to promote creative solutions to the challenges faced by children, families, schools and other support services helps to keep children within their local community. So far the IPT project has run for

20 months, during which the team has offered different levels of support to over 140 SEND children and 30 schools.

4. SEND Task and Finish Group update on actions

- 4.1 The Preparation for Adulthood Strategy has focused on ensuring there is clear communication of the range of opportunities available for young people to develop their capacity for independence and what support is available for them and their families in preparing for and accessing these. The SEND Commissioning Team are working with the Communities team to put on events in each locality aimed at increasing awareness of the SEND Pathways to Adulthood Strategy within the Voluntary & Community Sector. Manor Green College have been funded to develop and implement an Employment Programme over last 4 years, resulting in cultural changes within the school and local businesses are now closely involved with the school. Various projects are in place to support young people to transition into employment including Supported Internships.
- 4.2 West Sussex Parent Carer Forum has increased its membership with increased communication to parents.

5. Resources

Financial (revenue and capital) and Resource Implications

Phase 1 - Two additional nursery SSCs from September 2019

- 5.1.1 Places at nursery SSCs are funded through the high needs block at a core funding rate of £10,000 per place, plus any top-up funding dependant on the needs of the child being placed. However, it is very unusual for a child aged between 0 and 5 to attract top up funding. A nursery SSC with 8 placements will therefore effectively cost £80,000 per year.
- 5.1.2 Pupils aged between 0 and 5 are funded through the early years block, and therefore any cost avoidance savings will not materialise in the high needs block. However, it would be hoped that earlier intervention through the nursery SSC would mean that in later life these pupils would be able to be placed in a mainstream setting rather than a more expensive independent specialist setting.
- 5.1.3 The expected net cost to the high needs block of two additional nursery SSCs over the next four years would be as detailed below.

	2019/20 £	2020/21 £	2021/22 £	2022/23 £
<u>Nursery SSC 1</u>				
Basic Entitlement	18,667	32,000	32,000	32,000
Additional Needs	28,000	48,000	48,000	48,000
Average Top-up	0	0	0	0
<u>Nursery SSC 2</u>				
Basic Entitlement	18,667	32,000	32,000	32,000
Additional Needs	28,000	48,000	48,000	48,000
Average Top-up	0	0	0	0
Total High Needs Cost	93,333	160,000	160,000	160,000
High Needs Saving	0	0	0	0
Net Cost	93,333	160,000	160,000	160,000

Phase 1 - Two additional primary SSCs from September 2019

- 5.2.1 The core funding for places at primary SSCs comes through a combination of the basic entitlement per pupil funding (up to £4,000) through the schools block formula plus £6,000 per place from the high needs block for those occupied by pupils on roll. As with the nursery SSCs the high needs block also funds any top-up funding dependant on the needs of the child being placed. The average top-up amount in a primary SSC is £8,000 per year.
- 5.2.2 Unfortunately the basic entitlement funding paid through the schools block is based on the number of pupils on roll at the school at the time of the October census of the preceding year. Therefore, if an SSC were to open in September 2019, the school would not receive any basic entitlement funding until the following financial year (based on the numbers on roll in October 2019). In the first year therefore, the high needs block would also need to fund an additional £4,000 per place to ensure that the core funding per place amounts to £10,000 per year.
- 5.2.3 Funding for school age pupils with EHCPs is dependent on their setting. Special school placements are totally funded from the high needs block and on average cost £17,000 per place, whereas a non-maintained independent specialist placement is funded through a combination of direct funding from the Department of Education (£10,000 core funding) and the high needs block (top-up funding).
- 5.2.4 The average educational cost of an SEND pupil placed in an independent non-maintained setting is £42,000 per annum. Therefore, the potential high needs cost avoidance saving is £42,000 per place. Even if the pupil being placed in the new SSC may have gone to a special school, this will still mean that an additional special school placement will become available for another

child who would otherwise have needed to be placed in the independent sector.

5.2.5 The expected net cost to the high needs block of two additional primary SSCs over the next four years would be as detailed below.

	2019/20 £	2020/21 £	2021/22 £	2022/23 £
<u>Primary SSC 3</u>				
Basic Entitlement	18,667	0	0	0
Additional Needs	28,000	48,000	48,000	48,000
Average Top-up	37,333	64,000	64,000	64,000
<u>Primary SSC 4</u>				
Basic Entitlement	18,667	0	0	0
Additional Needs	28,000	48,000	48,000	48,000
Average Top-up	37,333	64,000	64,000	64,000
Total HN Cost	168,000	224,000	224,000	224,000
High Needs Saving	-392,000	-672,000	-672,000	-672,000
Net Cost	-224,000	-448,000	-448,000	-448,000

5.3 Phases 2 and 3 – additional 7 SSCs in primary and secondary schools

5.3.1 The cost of provision for an additional 7 SSCs will largely depend on the size of the units, which will be determined through both the feasibility studies and local need.

5.3.2 Based on the same funding assumptions set out above for the primary SSCs in phase 1, each additional 12 place units will cost approximately £168,000 per year, but could potentially avoid spending a further £504,000 in the independent sector.

5.3.3 Therefore, assuming an additional 4 SSCs in September 2020 and 3 in September 2021 each with 12 places, the potential net revenue cost to the high needs block of phases 2 and 3 over the next four years would be as detailed below.

Phase 2	2019/20 £	2020/21 £	2021/22 £	2022/23 £
SSC 5 (12 places)	0	126,000	168,000	168,000
SSC 6 (12 places)	0	126,000	168,000	168,000
SSC 7 (12 places)	0	126,000	168,000	168,000
SSC 8 (12 places)	0	126,000	168,000	168,000
High Needs Saving	0	-1,176,000	-2,016,000	-2,016,000
Phase 2 Net Cost	0	-672,000	-1,344,000	-1,344,000

Phase 3	2019/20 £	2020/21 £	2021/22 £	2022/23 £
SSC 9 (12 places)	0	0	126,000	168,000
SSC 10 (12 places)	0	0	126,000	168,000
SSC 11 (12 places)	0	0	126,000	168,000
High Needs Saving	0	0	-882,000	-1,512,000
Phase 3 Net Cost	0	0	-504,000	-1,008,000

5.4 Transport savings

5.4.1 The creation of additional SSCs, should make it possible to educate children locally and thereby potentially reduce the school transport costs incurred by the County Council.

5.4.2 Due to increasing demand within the Home to School Transport budget, the Council is having to review its level of discretionary expenditure, and is therefore proposing to remove non-statutory age pupils from its Home to School Transport eligibility. The current statutory age is the term after a pupil's fifth birthday, and therefore any transport costs/savings relating to the new SSCs at the two maintained nurseries will be determined by this proposed change in policy. A consultation on this proposal is due to be held in early 2019.

5.4.3 In terms of any primary or secondary SSCs, the resultant transport saving will depend on the transport package that would have been required had the placement been made in the independent sector. The average annual transport cost for an education placement in the independent and non-maintained sector is £12,000 per year. This compares to £5,000 per year on average for a placement made in a maintained school setting. Potentially therefore each pupil placed in an SSC could save on average £7,000 per year in terms of transport costs.

5.4.4 Total transport savings through the creation of an additional 11 SSCs could therefore be as follows:

Transport Saving	2019/20 £	2020/21 £	2021/22 £	2022/23 £
2 Nursery SSCs	n/a	n/a	n/a	n/a
2 Primary SSCs	65,333	112,000	112,000	112,000
Phase 2 - 4 SSCs	0	196,000	336,000	336,000
Phase 3 - 4 SSCs	0	0	196,000	336,000
Transport Saving	65,333	308,000	644,000	784,000

5.5 Capital costs

5.5.1 The cost of the capital building works for the 4 new SSCs in phase one are still to be finalised, but initial estimates are that these could be approximately £1m. All these costs would be incurred in 2019/20. The financing costs for borrowing this amount of money will be an annual cost of £37,000 over 50 years.

5.5.2 The capital cost of providing 7 additional SSC sites will depend on the outcome of the feasibility studies. These costs will be further examined as the full business case is developed. As a result, the financing costs for Phase 2 and 3 of this project are not known at this time.

5.5.3 A full business case to support the proposals set out in this report will need to be written for consideration within the County Council's capital programme governance and subsequent prioritisation within the capital programme. Any specific schemes that are brought forward will be subject to their own approval process.

5.6 Total saving

5.6.1 The expected net revenue saving of 11 additional SSCs over the next four years would therefore be as detailed below:

Revenue Saving	2019/20 £	2020/21 £	2021/22 £	2022/23 £
2 Nursery SSCs	-93,333	-160,000	-160,000	-160,000
2 Primary SSCs	224,000	448,000	448,000	448,000
Phase 2 - 4 SSCs	0	672,000	1,344,000	1,344,000
Phase 3 - 4 SSCs	0	0	504,000	1,008,000
High Needs Saving	130,667	960,000	2,136,000	2,640,000
Transport Saving	65,333	308,000	644,000	784,000
Financing - Phase 1	-37,000	-37,000	-37,000	-37,000
Financing - Phase 2&3	tbc	tbc	tbc	tbc
Total Saving	159,000	1,231,000	2,743,000	3,387,000

Factors taken into account

6. Issues for consideration by the Select Committee

6.1 The Committee is requested to consider the need to ensure that the County Council's in-house educational provision across the county meets the needs of children and young people with SEND, and also to support the proposal to

develop additional specialist support centres attached to mainstream schools in order to educate children with SEND locally in mainstream education and reduce out of county placements.

7. Consultation

7.1 The following consultation has taken place:

- a. Schools have been consulted and some have expressed an interest in having an SSC located on their school site.
- b. Further external and internal consultation will be undertaken as part of the development of the full business case.
- c. There has been a positive response to increasing provision for children with SEND from a range of stakeholders including the West Sussex Parent Carer Forum.
- d. The Cabinet Member for Finance and Resources has been briefed on the proposal and is broadly supportive of the suggested approach.

8. Risk Management Implications

8.1 If the County Council does nothing to meet the increasing demand on services for children with SEND there is significant financial and reputational risk. A full risk assessment will form part of the full business case.

9. Other Options Considered

9.1 Other options will be tested out as part of the business case development.

10. Equality Duty

10.1 Recognising the right for children to be educated locally by increasing specialist provision including all those with protected characteristics.

11. Social Value

11.1 Increased numbers of children and young people remaining within their local communities to support planning for future education and employment and avoiding potential social care costs

12. Crime and Disorder Implications

12.1 Improved outcomes for children and young people in their local communities reducing the risk of crime and disorder

13. Human Rights Implications

13.1 Children with Special Educational Needs educated in local mainstream schools

Kim Curry

Executive Director Children, Adults, Families, Health & Education

Contact Officer: Helen Johns, Head of Inclusion and SEND

Appendix: SEND Strategy 2016-19

Background papers: None

This page is intentionally left blank



West Sussex Special Educational Needs and Disability Strategy 2016



Page 43



Contents

Executive summary	3
Where are we now	5
Existing Support, Advice and Guidance Services	6
Demand for Specialist Provision	7
Pupil Progress and Attainment	7
Exclusions	8
School Quality	8
Commissioning	8
Relationship with Independent and Non Maintained Special Schools (INMSS)	9
Strategic Context	10
Nationally	10
Locally	11
What young people and their parents have told us	12
Young people focus group outcomes	13
What some schools have told us	14
Our Vision	16
Aims and objectives	16
What will we do?	17
Annex A	20
SEND Strategy Action Plan	20

Dear West Sussex Resident, Parent and Professional,

We are asking for your views on how the County Council can strengthen education for children and young people with special educational needs and disabilities (SEND). It is important for us to gather the views of West Sussex families, professionals, young people and many more on the new strategy which we are co-producing with nurseries, schools, colleges and parents.

Many of our mainstream and special schools provide an exceptional education for our children and young people with SEND and we want to extend this high quality education even further. It is important that we continually improve our services but also make sure that we can adapt to the expected increase in demand. This consultation is not about closing specialist schools or moving children from their current school, it is about inclusion and ensuring children with SEND can get a good education at a school close to their home.

We are also asking you to feedback on what you see as priorities for improvement which will give us a better understanding of where you feel our resources are best spent. We want everyone to get involved with a commitment to partnership working to ensure that all children and young people with SEND have access to good quality education within West Sussex.

Please view the new strategy document and action plan before completing the consultation questions. The consultation is open until Friday 20 May 2016.

Yours sincerely

Stephen Hillier

West Sussex County Council Cabinet Member for Children – Start of Life

West Sussex Special Educational Needs & Disability Strategy 2016 - 2019

Executive summary

1. Children and young people in West Sussex with Special Educational Needs and Disabilities (SEND) will be supported to attend the education setting that best meets their needs, as close to their home as possible. Through working in partnership across all agencies that work with children and young people with SEND we will ensure that the whole family receives the support needed at the right time, to build resilience and empower them to flourish in West Sussex.
2. We want to make sure that every child growing up in West Sussex has the best possible start in life. A challenging agenda for improvement has been set out in the Future West Sussex Plan and the Families Plan. Children and young people with SEND deserve to be able to attend high quality, local provision, which meets their needs and enables them to achieve to the best of their ability like any other child. As a Local Authority, we also need to ensure that this provision is cost effective and takes into account predicted future demand.
3. We recognise that SEND affects the whole family, including the parents/ carers and siblings, and that the whole family is key to supporting the child or young person with SEND and helping them to reach their potential. We therefore need to take a shared, creative approach with our partners within the LA, other public sector organisations, and the private voluntary and independent sector to ensure that support is in place to address not only the needs of the child or young person with SEND, but also their family.
4. There are some examples of excellent provision for children and young people with SEND within our special and mainstream schools, early years' settings and FE provision.

However there is more we need to do to improve outcomes for these children and young people and their families.
5. Too many children and young people have to go to a school too far from home, and sometimes out of West Sussex, to have their education, health and care needs met. Out of county placements may not always be the best way of achieving positive outcomes for children and young people with SEND, and may cause extra strain for the rest of the family. Independence skills may be learnt in contexts which differ substantially to where their family live which make them irrelevant for when they return home. In addition the young person is likely to lose the social networks that they have built up and may have difficulty establishing new ones .
6. Less than half of our children and young people with statements or Education Health and Care Plans (EHCPs) attend a mainstream school. This is less than the national average and our statistical neighbours and we would expect more children to be in a local mainstream school. In many education settings pupils with special educational needs do not make good enough progress and there are wide achievement gaps between them and other learners. Exclusions for children and young people with SEND are far too high, in 2014-15 around 80% of those who were permanently excluded were categorised as having SEND.

*Research by the University of York Social Policy Research Unit 2009



7. We also know that our specialist provision for children and young people with SEND has not kept pace with changing needs, for example in relation to developing our capacity to meet the increasing number of children and young people diagnosed with autistic spectrum condition. In addition 'out of county' placements are frequently required for young people with social, emotional and mental health needs due to a lack of capacity within West Sussex.
8. At age 16 many young people with SEND do not have the same opportunities as other young people to progress to further learning and training and to access employment and independent living as they move into early adulthood. A disproportionate amount of our young people with SEND find themselves 'not in education, training or employment' (NEET) once they leave school, college or university.

9. This strategy is designed to address these issues and to bring about the necessary improvements in the quality of provision, support and outcomes for these children and young people, from the early years of childhood to early adulthood. It has been co-produced with schools, young people and parents. Our shared vision is that all early years' settings, schools and colleges in West Sussex are able to deliver high quality education for children and young people with SEND, maximising value for money from the Dedicated Schools Grant. To do this we will need:
 - **To build a model of educational provision and support in West Sussex which enables young people, wherever possible, to live and go to their local early years setting, school or college.**
 - **To ensure that local early years, mainstream and special educational provision is effective, of a high quality and delivers the best educational outcomes for children and young people with SEND (0-25 years).**
 - **To ensure that children with SEND are, where possible, welcomed and included within their local mainstream early years setting, school and college.**
 - **To deliver an offer that is sustainable and cost-effective now and into the future and takes due account of predicted demand.**

Where are we now

10. In total in West Sussex there are 20,656 children and young people with SEND receiving support in an early years setting, school or college, with around 3,890 of these having a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). Less than half (around 35%) of the children and young people with statements or EHCPs attend a mainstream school. The number of children and young people with Statements or EHCPs attending individual schools varies greatly with some schools having significantly over the average on roll, whilst others do not have any. Most local FE colleges are committed to developing their provision for students with learning difficulties and disabilities, although the availability of appropriate provision is variable.
11. Around 53% of West Sussex children and young people with a Statement or EHCP are placed in special schools and around 10% in Special Support Centres (SSC) based within mainstream schools. We believe that some of the children who are currently supported in our special schools could be supported in their local mainstream school and it is a priority to address this.
12. Of the specialist placements 433 (11%) are in independent and non-maintained Special schools. These placements are usually for significant physical disabilities or where maintained provision is at capacity (mainly for autism or complex social, emotional and mental health needs). If trends continue as they are we will see an additional 91 children being placed in this type of placement by 2019, at significant additional cost.
13. A survey in 2015 of parents of children and young people with SEND in West Sussex found that parents do not always have confidence in mainstream schools being able to meet the needs of their children. Parents highlighted particular issues at transition points from early years settings into school, from primary to secondary and then from school to college. There are also a

We believe that some of the children who are currently supported in our special schools could be supported in their local mainstream school and it is a priority to address this.



number of highly specialist non-maintained schools in West Sussex to which parents are attracted. Parental preference is of high importance, but there may have been insufficient emphasis on increasing parental confidence in local provision and providing the support for the whole family that would help to do this.

Existing Support, Advice and Guidance Services

- 14. SEND Hub Networks have been set up to support mainstream schools to meet the needs of children and young people with SEND. The Hub Networks are partnerships of education providers, professionals and parent carers who are working together to develop the inclusive ethos and capacity of mainstream schools and increase the confidence of parents in the ability of settings to support their children. This is working well in many areas. The specialist resourced provision in mainstream schools (Specialist Support Centres) also provides much needed support for many SEND pupils to be educated in a local school.
- 15. The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have SEND. The service aims to encourage partnership between parents, their child's school, social care, education, health and other agencies. The service is

available for any parent carer whose child has or may be identified as having special educational needs and / or a disability.

- 16. The West Sussex Local Offer, gives early years settings, schools and colleges guidance as to what support the local authority would expect a child or young person, if necessary up to the age of 25, to receive through the learning setting's own practical and financial resources, so they have a positive journey through education and prepare successfully for adulthood.
- 17. As part of the West Sussex Early Help offer, local Family Support Networks have been set up to support all agencies that are working with the children and young people and their families, including mental health services, schools, early childhood services and young people's services. The Networks are not specifically focused on SEND, although this may be affecting a number of families they are dealing with. There are some good links between Early Help and the SEND Hub Networks, but these could be strengthened to further use the range of professional expertise to support the needs of the whole family, and ensure consistency.
- 18. The Early Childhood Service provides inclusion support to families and private voluntary and independent (PVI) early education and childcare settings through integrated teams based in 12 Children and Family Centre group areas. The Early Support Co-ordinators work directly with families with a child under 5 as soon as their additional needs have been identified. There are eight Early Years Hubs for parents with children under 5 with SEN or disabilities based in children and family centres. These hubs provide access to information, advice and guidance, sensory toy libraries, and specialised play and learning opportunities to support children's learning and development prior to a child starting school.



Demand for Specialist Provision

19. The number of children with a statement or EHCP has risen over the last 5 years from 3210 in 2012 (0-19) to 3898 in 2015 (now 0-25 years). There has been a significant increase in the diagnosis of children and young people being on the autism spectrum and speech, language and communication needs. For those young people leaving school there is an increase in requests for EHCPs and demand for college places (171 in 2015/16 up from 128 in 2014/15). This increase in demand is putting pressure on the high needs budget.
20. Special schools maintained by West Sussex are at maximum capacity within current buildings and resource. There is also pressure on some early years and mainstream school placements (which is likely to increase due to planned housing development). There is inconsistent utilisation of Special Support Centres which are based in mainstream schools, with some being over capacity and some having places which are not being filled.
21. This has resulted in a significant proportion of the children and young people with SEND in West Sussex having to travel long distances to get to school. 358 children have to travel more than 20 kilometres (38 of which are residential placements), with 90 travelling over 40 kilometres (although 78 of these are residential). This is not only unsatisfactory for the children and young people themselves but also has an impact on the transport budget for the Local Authority. In 2014-15 West Sussex spent over £8 million transporting children and young people with SEND to school. This is an increase from £7.5 million in 2013/14.
22. There were 22 appeals against West Sussex in 2015 registered by the SEN and Disability Tribunal, 8 of these were appealing against the school named in the Statement or EHCP. Although this is a reduction on previous years, this indicates that there is still a need for greater collaboration between the LA, schools and parents to ensure that parents have confidence in placement decisions.

Pupil Progress and Attainment

23. The attainment and progress of pupils with SEND shows wide gaps compared to other learners, although the gap is broadly in line with the national picture.

Key Stage 1 Attainment Gap in 2015

Reading	SEN support 32% Statement or EHCP 64%	(national 32%) (national 69%)
Writing	SEN Support 39% Statement or EHCP 66%	(national 40%) (national 69%)
Maths	SEN Support 26% Statement or EHCP 61%	(national 25%) (national 69%)

24. At Key Stage 2, the SEND gap continues to be significant. For Level 4 Reading, Writing and Maths combined the attainment gap is 53% for pupils on SEN Support and 73% for pupils with a statement or EHCP. This is compared with 47% and 74% nationally.
25. At Key Stage 4, in 2015 pupils with SEND continue to achieve less well. For 5+ A*-C (including English and Maths) the attainment gap is 43.3% for young people on SEN Support compared with 43.1% nationally and 56% for pupils with statements or EHCPs compared with 55.8% nationally.

Exclusions

- 26.** Around 80% of children and young people who were permanently excluded in 2014/15 were in receipt of SEN Support or had a statement or EHCP. Over 60% of these were identified as having social, emotional and mental health issues. This pattern is similar for fixed exclusions, although the percentages are slightly lower. There is also a small, but significant number of children and young people with SEND who are being educated in Alternative Provision while waiting for their EHCP assessment to be completed or for a specialist placement. Schools and partners should be thinking differently about how we can put in place packages of support to enable these children and young people to remain within mainstream school placements and how best to support their families to strengthen this arrangement.

School Quality

- 27.** There are 11 local authority maintained special schools supporting over 1500 pupils with Statements or EHCPs. 91% of West Sussex special schools are good or outstanding compared to 87% nationally, according to OFSTED. The overall effectiveness of schools with Specialist Support Centres shows that around 33% of them are rated as requiring improvement or inadequate by Ofsted.
- 28.** We recognise that there is much expertise and good practice in our early years settings, special and mainstream schools. We know from parents and governors that committed staff in many schools are doing a good job in supporting children and young people with complex needs. A key priority for the new School Improvement Boards will be for all schools that host specialist SEND provision to be good or outstanding schools.

Commissioning

- 29.** Recently provision planning in West Sussex has been opportunistic rather than based on a strategic analysis of need. There may be a lack of appropriate provision for some pupils within West Sussex maintained schools, for example pupils on the autism spectrum who are meeting learning expectations for their key stage, but are not able to cope with the social demands of mainstream schooling. The historic closure of settings for children with social, emotional and mental health issues has also skewed the provision in some areas of the county.
- 30.** The commissioning of specialist placements is often based on availability, rather than a strategic decision based on data and cost forecasts. Data has not always been collected systematically or utilised when it is available. A better understanding and management of our data could help ensure early intervention, improved place planning and enable us to measure the quality of provision. While there have been some notable successes in relation to jointly commissioning services between education, health and social care, there is more work to do and joint commissioning across education, health and social care is a priority for improvement.
- 31.** There are limited residential placements available within maintained provision. The Panel which agrees joint responsibility and funding for complex needs placements, requires improvement and better decision making, with pooled funding, to ensure we address delays and secure the most appropriate and cost-effective placements for children and young people with complex needs.
- 32.** With diminishing resources, it is key that different services and agencies work together to creatively commission services that provide early intervention and prevention for children and young people with SEND, and their families, prior to the escalation of needs. Resilience and independence skills should be built in at the earliest opportunity to help prepare for successful home to school transition.



Relationship with Independent and Non Maintained Special Schools (INMSS)

- 33.** West Sussex has developed good working relationships with some private and voluntary education providers in the early years and school sector. This collaboration offers parents greater choice and a best value approach to some high cost needs. To ensure effective commissioning and best value for money West Sussex has introduced a Dynamic Purchasing System (DPS) for the procurement of education placements for children with SEND within the Independent and non-maintained sector. A new Common Outcomes Framework has recently been co-produced, with relevant stakeholders, to ensure that high quality outcomes are achieved for the children and young people placed in these settings.
- 34.** Once placed in out of county settings, the Local Authority does not always carry out effective annual reviews and monitoring of placements to consider the option of return to mainstream provision and whether the provision is achieving good learning outcomes for the child. We need to consider how we can improve monitoring and quality assurance of these placements.

Strategic Context

Nationally

35. The Children and Families Act 2014 offers simpler, improved and more consistent help for children and young people with SEND. The new system extends the rights and protection to children and young people by introducing education, health and care plans and extending provision from birth to 25 years of age.

36. The reforms, which came into force in September 2014, require:

- The local authority to develop and publish a Local Offer, and to work closely with the NHS and schools to use resources through joint commissioning to improve the range of support available in a local area.
- A more flexible model of joint commissioning that promotes access to personal budgets, focuses on specific groups of children or areas within the county and ensures that children and young people's needs are met
- A cultural change in the way in which we listen to and engage with children, young people and their parents and carers.
- Better commissioning of new provision to ensure needs are met in local schools and by local community services.
- Positive transitions at all key stages within a 0-25 age range, especially a more successful transition to adult life.
- Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices.

37. The Act sets out the expectation that children and young people with special education needs should be included within the activities of mainstream schools together with

children who do not have special educational needs, so far as is reasonably practicable and is compatible with -

(a) the child receiving the special educational provision called for by his or her special educational needs,

(b) the provision of efficient education for the children with whom he or she will be educated, and

(c) the efficient use of resources.

38. Schools have statutory duties under the Equality Act 2010 to ensure that they do not discriminate against children and young people with SEND, this includes admission arrangements, the way schools provide education and exclusion practices.

39. Where a pupil can show that they been treated less favourably it is for the school to prove that that treatment was for something other than the pupil's disability. Schools must evidence that their actions are not discriminatory and demonstrate they understand their statutory duties to pupils with SEND in policies and daily practice.

40. If schools implement a policy or practice that puts a pupil with SEND at a disadvantage then that may be classed as discrimination, even if this is unintentional. For example, many behaviour policies make no adjustment for pupils with SEND, this would be classed as indirect discrimination because a pupil with SEND may be unable to conform to the behaviour expectations of other pupils in the school.

41. S20 of the Act requires schools to avoid (as far as possible by reasonable means) disadvantaging pupils with SEND. Schools should ensure that pupils with SEND can be involved in every aspect of school life. This may involve changing the way schools teach pupils. For example, a pupil who cannot hear but can lip read may need a teacher to face them when speaking.

Locally

42. In conjunction to the development of this Strategy, a review of Alternative Provision (for children and young people not in school) is being taken forward which aims to increase the life chances of students through the appropriate use of Alternative Provision and to support schools in improving pupil outcomes for vulnerable students.

43. Work is also underway focusing specifically on Pathways and transition to adulthood for young people with SEND. The primary aims of this are to work with children and young people to help them prepare for their future and improve the experience of transition for the young people and their families. There is not however always effective joined up planning that links educational needs with needs related to health, care and support. Social Care transition processes are being revised in response to Care Act 2014 and it is important that effective transition planning for young people with SEND is incorporated into those changes.

44. A strategy is also being developed concerning the Emotional Wellbeing and Mental Health in Schools. The aim of the Strategy is to facilitate a whole-school approach to emotional wellbeing and mental health and increase understanding of emotional wellbeing and mental health service provision and referral routes. Outcomes for pupils and students will be improved, particularly their resilience, empowerment and capacity to recognise issues and seek support early.

45. This draft strategy should also be viewed alongside the West Sussex Future Plan, Accessibility Strategy, Early help action plan, and Families Plan.



What young people and their parents have told us

46. Children, young people, parents and carers have told us that they want children and young people's needs and outcomes to be at the heart of the system, for them to be treated with respect and valued as individuals who have a valuable contribution to make to their school, their community and wider society.
47. A survey was carried out during 2015 of 557 parents and carers of children with SEND in West Sussex concerning their experience of services for their child. 53% of respondents said that their child attended a special school (53%); 37% attended a mainstream school; 9% were at a special support centre in a mainstream school; the rest (1%) received alternative provision.
48. In general parents were happy with the education/early years services their child had received in the past 12 months (an average score of 8 out of 10) and this included some really positive experiences of mainstream settings:
- "The school has been fantastic and put a lot of changes in place to help. I cannot praise this school enough."*
- "The support received at school has been absolutely brilliant, every step of the way. The SENCO, teachers and support staff could not do more to support us."*
49. However some parents also reported that mainstream schools are not always as welcoming and supportive as they could be:
- "Our requests for their input in helping prepare our child for forthcoming changes in school have been dismissed. A better attitude towards SEN kids from mainstream schools is needed (who see our children as costly and risky for their stats)."*

"Mainstream schools need to understand about disabled students, that they are all different."

50. Due to a lack of capacity in some areas, children and young people have to travel out of their local area to go to school. Parents felt that there was a need for increased support in mainstream schools and specialist provision to ensure that children can be educated nearer to home. There was also a perception from some parents that specialist provision is more appropriate for their child:

"We need more special needs schools. They are way over subscribed making it difficult for your child to get the help they need."

"We need more schools built to cater for children with SEN as mainstream schools are not suitable or do not have the resources."

51. Some parents also felt that our special schools are too generic and that schools focusing on specific learning difficulties would better meet their children's needs

"Due to the shocking lack of good quality education for children on the more severe end of the autistic spectrum we have had to send him out of county."

52. Parents have reported varying practices when it comes to inclusion. Some schools work very hard to ensure that their young people are an active part of the school, for example ensuring that they can attend school trips and take part in sporting activities.

Henry has multiple disabilities but loves school. He doesn't talk but joins in with the other children at school. When his teachers noticed he had become withdrawn and didn't join in at playtimes they tried to find out if something had happened at home. Everything at home was fine but they found out that one of Henry's friends at school, who was also 'nonverbal', had moved away and

he was feeling bereaved. Henry's parents thought that what the school did to help him was nothing short of genius. The school organised a Skype session every morning and Henry and his friend were able to communicate. There was no talking – just smiles and waving. Henry was happy and joined in again at playtime.

53. This is not always the case however and some children with SEND find themselves increasingly 'excluded' from everyday school life. Parents have reported particular problems when their child's special needs impact on their behaviour. The behaviour policies of some schools reflect a blanket approach to all children and fail to recognise that, for some children with SEND, behaving in the same way as their peers is not a reality.

Young people focus group outcomes

54. A Focus Group was held with 14 young people with a range of disabilities on their views of inclusion within mainstream schools. The young people currently attend a mainstream school with a Specialist Support Centre (SSC) in West Sussex. The young people clearly communicated that they like the opportunities that a mainstream school gives them, with the main themes being :
- **Independence** – This was very important to all of the young people who took part. There was a general feeling and anxiety from the young people that their opportunities may become fewer the older they get. One participant mentioned friends who had gone to a special college had not really achieved the independence that they hoped that they would have in the longer term.
 - **Inclusion** – Being part of a mainstream school was important to the young people as they felt included and part of something bigger. The young people understood that this was also important for their fellow

'non-disabled' students as by being in an environment with a range of abilities meant that they too were learning about difference and inclusion. The young people pointed out that this would help everyone as they enter adulthood to not see disabled people as 'different'.

- **Safety** – There was a very strong sense that feeling safe was important to all the young people and this was provided through the SSC with the unit being referred to as a 'safe space'. They also described how it provided a space where they could be with other disabled young people who understood what it meant to be disabled.
- **Choice** – Some of the young people had chosen the school whilst others hadn't but they all stated that young people should have choice and make their own decision about what school they wanted to attend. One young man (a wheelchair user) explained how he had originally wanted to go to a mainstream school without a SSC but on visiting it a few times he felt that they 'did not want me', so he decided to attend one with a SSC.

"In the end it was simple, I chose to come here as they wanted me, why would I want to go somewhere that didn't?"

Victimisation of children and young people with SEND

55. There seems to be a particular issue concerning bullying of children and young people with SEND. A small scale survey in West Sussex last year found that disability-related bullying accounted for 74% of the responses and was significantly higher than any other form of bullying. These findings concur with national research which shows that children and young people with additional needs and disabilities are more likely to be bullied than their non-disabled peers .

What some schools have told us

56. Schools have a statutory duty to ensure that children and young people with SEND are included within mainstream provision (as long as reasonably practicable). The majority of schools are committed to creating an inclusive learning environment for all, but there are a number of factors that make this challenging. Schools are expected to reach certain performance thresholds, regardless of the cohort. This puts pressure on teaching staff to prioritise the achievement of the majority. Schools also need to perform against a constantly changing landscape, the new curriculum, assessment etc. Providing quality personalised learning opportunities, resources and support requires money and school budgets are stretched.
57. Funding additional staff, resources and services is not always possible. Additional funding is available through the 'notional' SEN budget and top-up funding, however when the needs of a pupil require high levels of support and intervention, the cost of provision can sometimes exceed any additional budget received. Supporting a child or young person who needs a high level of resources whilst an EHC needs assessment is being completed can also be a challenge, particularly for small schools.

58. Teaching staff may feel ill-equipped to effectively support pupils with SEND in their class and provide for medical needs. In addition the procurement and funding of specialist equipment is complex and referral systems and thresholds require a considerable level of understanding to refer to the correct service in the right way. The physical site and buildings can also sometimes make inclusion of children with SEND difficult.
59. Parental choice can result in one school attracting more pupils with SEND whilst another welcomes none. This results in some schools being stretched beyond the resources that they have available to them.
- “Schools can feel in a vulnerable position where a year group with a high proportion of pupils with SEND could fail to make floor standards. We have dealt with this by communicating progress and attainment with a focus upon different groups of pupils. This is not just about removing those with SEND from the results rather, it is highlighting potential anomalies. For example, if a pupil has a chronic medical condition and is therefore persistently absent, their progress will be affected. We have also recorded progress in different ways such as recording the achievement of Personal Learning Plan targets, case studies and intervention assessments”.*
60. Despite the challenges, some schools have found that inclusion has enhanced the learning opportunities for all pupils. When pupils with SEND are enabled to attend their local school successfully they can learn within their own community and alongside friends. The social and emotional benefits are hugely important for the children, particularly in terms of their self-esteem and feelings of self-worth. Schools have also witnessed that pupils without SEND soon see beyond the differences and instead, value the individual. This will hopefully have a life-long effect on them and help shift perspectives in society for the better. Inclusion has also led to improved early

*London University's Institute of Education 2014



assessment and identification of pupils' needs as the understanding and expertise of teaching and support staff develops.

61. There is more to do to encourage and support children and young people to stay within maintained provision. Strong leadership – including from Academy Trusts - is vital to help the teachers, governors and parents understand what an

inclusive culture is and how to apply it to their setting.

“Inclusion has enhanced the learning opportunities for all pupils at our school. We have found that the social and emotional benefits are hugely important for the children, particularly in terms of their self-esteem and feelings of self-worth”.



The social and emotional benefits are hugely important for the children, particularly in terms of their self-esteem and feelings of self-worth.

Our Vision

Aims and objectives

- 62.** Our shared vision is that all early years settings, schools and colleges in West Sussex are able to deliver high quality education for children and young people with SEND, maximising money from the Dedicated Schools Grant. To do this we will need:
- To build a model of educational provision and support in West Sussex which enables young people, wherever possible, to live and go to their local early years setting, school or FE provision.
 - To ensure that local early years, mainstream and special educational provision is effective, of a high quality and delivers the best educational outcomes for children and young people with SEND.
 - To ensure that children with SEND are, where possible, welcomed and included within their local early years setting, mainstream school and college.
 - To deliver an offer that is sustainable and cost-effective now and into the future and takes due account of predicted demand.
- 63.** This vision has been developed in partnership with education providers, parents and young people and success will be dependent on a strong commitment from everyone involved in commissioning, providing and delivering education and support for our children and young people with SEND and their families.
- 64.** Every early years' provider, mainstream school and post 16 setting will need to make effective provision for children with SEND so that they make good progress in their learning and can move on easily to the next stage of their education and later into employment and independent adult life. Transition should be a good experience for every young person.
- 65.** There is considerable good practice in West Sussex across all sectors but there are also significant gaps in what we provide. This strategy aims to address those gaps, specifically:
- Insufficient inclusion of children and young people with SEND in local early years settings, mainstream schools and colleges.
 - The lack of enough specialist provision and school places for children and young people with autism spectrum condition and complex social, emotional and mental health needs.
 - Our need to transport children and young people considerable distances from home in order to go to a school that can meet their needs.
 - Gaps in educational achievement and progress for children and young people with SEND.
 - Poor transition arrangements, in particular from early years settings.
 - Schools and families not being aware of how to promote independence and build resilience in a child with SEND, especially prior to transition points, and not prioritising and planning for this.
 - The lack of appropriate provision in some areas of the county for young people with SEND post 16.
 - Insufficient joint working between agencies when commissioning packages of education and care for complex needs.
 - Divisions between educational support for a child or young person with SEND and the support offered within Early Help for families as a whole.
 - The focus solely on the educational needs of the child, without considering other needs which may be barriers to educational progress, or without placing this in the context of the wider needs of their family.

What will we do?

1. Ensure that local early years' settings, mainstream and special educational provision is effective, of a high quality and delivers the best educational outcomes for children and young people with SEND.

- Develop the quality and capacity of early years providers, schools and colleges, in order to meet the needs of local families and their children with SEND. We want to ensure that schools and other education settings know where to access support if they need it.
- Consult schools, the SEND Hub Networks, Early Years Hubs and Family Support Networks on expanding and enhancing and joining up the work of SEND Hubs. Share good practice between schools and provide a more consistent support offer across the age range 0-25 years.
- Ensure that all specialist SEN provision accessed by West Sussex children and young people is good or better and that all West Sussex Special schools are effective centres of excellence, providing models of best practice and high quality training and support for other schools.
- Improve progress rates and outcomes for all children and young people with SEND so that we close the achievement gap between them and other children and achieve outcomes which are above national expectations. We aim to build on the existing vocational skills provision in schools and FE Colleges to ensure that all young people have effective pathways to adulthood. We will explore ways to measure and evidence outcomes in terms of the transition and journey for the whole family.
- Link with Early Help partners to tackle exclusions and poor inclusive practice by developing a new approach to supporting children with challenging behaviour. This will include effective strategies to minimise the impact of behaviour on family life, education and access to community services to ensure that children can continue to be supported at home and within their mainstream school where possible.

- Link with the Alternative Provision Review and work with Social Care and Early Help to consider options for funding family focused proactive intervention programmes, developing a swift response from multi-agency teams around the setting to avoid permanent exclusions where possible and developing a new strategy for placing children waiting for an EHCP or special school placement.
- Introduce better access to support for young people with mental health and behavioural issues, including through expanding counselling in schools and programmes to build young people's resilience.



2. Ensure that children with SEND are, where possible, welcomed and included within their local early years setting, mainstream school and FE provision.

- Improve inclusive practice in all settings from pre-school to post 16. The earlier parents experience inclusive mainstream education the more likely they may be to expect their child to be able to attend mainstream in statutory schooling.
 - Consider options to work with early years' settings, schools and colleges to develop an agreement on what inclusion looks like and challenge all mainstream settings to be more inclusive.
 - Consider the introduction of an 'inclusion kite mark' to reward excellent inclusive practice.
 - Ensure that support and advice is available to education providers and families about how to promote a child or young person's independence and resilience in order to prepare them as they approach transition points.
 - Ensure that transitions from one stage of education to the next are well managed so that there is continuity of support for children and young people with SEND.
 - Increase parental confidence in, and knowledge of, the support provided by West Sussex schools. Improve the engagement of parents by providing them with timely information, advice and support from all relevant services. Ensure the needs of the whole family are identified and considered. Provide better personalisation and develop services with the active involvement of young people and their families.
- 3. Build a model of educational provision and support in West Sussex which enables young people, wherever possible, to live and go to their local early years setting, school or FE provision locally.**
- Develop a range of flexible provision across maintained special

schools and mainstream schools in West Sussex, as well as the highest quality and cost effective independent and non-maintained Special schools where some children and young people are placed. This will include reviewing our current provision to ensure that it meets the needs of all our children and young people with SEND.

- Develop our partnership with providers in the independent and non-maintained sector to share good practice, help manage demand and drive down the overall cost of placements and transport. We recognise that we cannot achieve our ambitions without working in partnership with all providers.
 - Look to decrease out of county residential post 16 placements through a trial of supported accommodation exploring innovative uses of council assets, local provision of education and training and supported living opportunities.
 - Develop post 16 provision so that less than 1% of young people with a statement or EHCP need to transfer into similar independent specialist colleges post 16. Ensure that the range of courses and access levels available in further education mean that most young people can be supported to continue learning in a local college.
- 4. Deliver an offer that is sustainable and cost-effective now and into the future and takes due account of predicted demand.**
- Develop a rigorous commissioning system, based on a strategic analysis of need by improving our use of data and cost forecasts, to ensure that the continuum of provision meets the continuum of need. Work in partnership to implement a regional 'Dynamic Purchasing System' for the South East.
 - Work in partnership and use a wide range of local data to develop innovative approaches to addressing gaps in services through joint commissioning and using evidence-based

practice and research to improve the quality and availability of provision 0-25 years, with good transition to adult services.

- Develop the broadest range of providers, including partnerships with Independent and Non-Maintained Special Schools, to increase parental choice and provide a flexible match to the needs of children, young people and their families.
- Ensure better join-up between agencies to simplify and streamline processes. With more complex cases an extension of the approach used in Intensive Team around the Family meetings will be developed - learning from the national Person Centred Planning pilot (Me, My Family, My Home). The work of teams within the Local Authority and partner agencies will be more closely aligned with greater routine communication, shared processes and panels where appropriate.

- Focus on early intervention and prevention as a priority so that the needs of children, young people and families do not increase because early help and intervention is not provided in a timely way.
- Work collaboratively with partners, so that where a family's needs are identified in the process of assessing the child or young person's SEND, the professionals working with them are able to ensure the appropriate support wraps around them in a coordinated way, ensuring they receive the right intervention at the right time.
- Ensure that there is more joined up work by professionals who work with very young children and their families, particularly early years education and childcare providers across all sectors, health practitioners and those providing services through our Children's Centres, so that we achieve the highest quality support for children with SEND aged 0 to 5 years.



Key area	Current position and issues	Recommendations	Key Performance Indicators
<p>To ensure that local mainstream and special educational provision is effective, of a high quality and delivers good educational outcomes for children and young people with SEND.</p>	<p>Current position</p> <ul style="list-style-type: none"> ● Significant attainment gap between children and young people (C&YP) with SEND and those without. ● A high proportion of children and young people who are excluded have SEND. ● Most special schools rated good or better by Ofsted, 33% of schools with SSCs are rated RI or inadequate. <p>Issues</p> <ul style="list-style-type: none"> ● It is difficult to find out where to get advice and guidance from LA on educating C&YP with SEND. ● Some teaching and other staff lack the confidence /capability to support C&YP with SEND. ● Schools lack knowledge on procurement / referral systems 	<p>Workforce capability and capacity</p> <p>1.1 By spring 2017 we will coordinate development of an enhanced initial teacher training and on-going CPD offer for teachers, heads and governors on SEND. This will include online and personalised training programmes for schools and early years' settings on autism spectrum condition (ASC), social emotional and mental health (SEMH) and pupil behaviour.</p> <p>1.2 We will continue to provide ASC training to early years settings in partnership with Portage (early years support) colleagues.</p> <p>1.3 We will improve the links between the Early Years Hubs, SEND Hub Networks and Family Support Networks and promote networking opportunities.</p> <p>1.4 We will consult schools and the SEND Hub Networks, Early Years Hubs and Family Support Networks on expanding the work of the SEND Hubs so that an enhanced offer is in place by spring 2017:</p> <ul style="list-style-type: none"> ● Putting those schools, early years settings and colleges that have been successful with particular challenges in touch with those who are struggling. ● Improving the links to expertise in mainstream special and independent and non-maintained schools. ● Expanding provision to provide a more consistent offer across the age range 0-25 years. ● Sharing good practice between SSCs, schools, early years settings and further education. 	<p>Workforce capability</p> <p>1. Programme of training and development in place by spring 2017.</p> <p>2. Surveys show increased confidence of early years, school and college staff by April 2018.</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
		<ul style="list-style-type: none"> ● Building on learning communities of schools to share good practice and help improve transitions, including the relationship with parents/ carers as part of the school community <p>Option</p> <p>1.5. Setting up a single point of contact within the LA for schools to ensure that they get support and advice when they need it – including on referral and procurement processes.</p> <p>Early Years, School and College Improvement</p> <p>2.1 We are building inclusion into the work of the school improvement boards to ensure that the gap between the progress and outcomes for children and young people with SEND and other C&YP is narrowed, including ensuring that a focus on SEND is included within the early years improvement pilot in Chichester and Crawley areas and that underperforming schools with SSCs are prioritised. We will continue to support early years' settings to ensure children with SEND make progress.</p> <p>2.2 By autumn 2017 we will develop our understanding of how we measure outcomes for Children and Young People with SEND, using the SEND and Common Outcomes Frameworks as the starting point, and consider the use of Holistix database (Early Help) to incorporate the whole family's outcomes.</p>	<p>School Improvement</p> <p>3. By 2018 increase the proportion of schools with SSCs judged good or better to 78% from 67% (in line with the national average).</p> <p>4. By autumn 2018 ensure that at least 95% of young people with SEND participate in education or employment until they are 18</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
		<p>2.3 We will continue to develop the vulnerable children's audit tool which will include provision for monitoring educational outcomes for children with SEND.</p> <p>2.4 Through the Pathways to Adulthood Strategy we will ensure that there are high quality vocational programmes which lead to employment and support independent living through FE colleges and Special Schools - being clear about the intended outcomes for young people. We will ensure families and schools are supported to plan for this next stage and transition into adulthood, in order to promote the independence of the young person and resilience of the whole family.</p> <p>Tackling exclusions</p> <p>3.1 By autumn 2018 we will develop a new approach to supporting children with challenging behaviour which provides effective strategies to minimise the impact of behaviour on family life, education and access to community services to ensure that children can continue to be supported at home and within their mainstream school.</p>	<p>Exclusions</p> <p>5.By 2018 reduce the number of children and young people with SEND (including school support) who are permanently excluded from 80% to below the national average (70%).</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
		<p>3.2 We are introducing better access to support for young people with mental health and behavioural issues through expansion of counselling in schools and programmes to build young people's resilience.</p> <p>3.3 We are taking forward work through the Vulnerable Children's sub group to track the journeys of children and young people not in school (including children with SEND) to identify how to address issues in the system earlier and prevent placements breaking down.</p> <p>Options</p> <p>3.4 We are linking with the Alternative Provision Review to consider options to:</p> <ul style="list-style-type: none"> ● Work with social care and early help to joint fund family focussed proactive intervention programmes. ● Develop a swift response from a multi professional 'team around the setting to avoid permanent exclusions from schools (particularly primary schools) where possible. ● Developing a new strategy for placing children going through the assessment process for an EHCP or waiting for a special school placement. <p>3.5 Training and support for schools and other education settings to help them understand their duties under the Equality Act, so that by 2017 80% of schools will have received training.</p>	

Key area	Current position and issues	Recommendations	Key Performance Indicators
<p>To ensure that children with SEND are, where possible, welcomed and included within their local mainstream school, early years setting and college</p>	<p>Current position</p> <ul style="list-style-type: none"> ● 20,656 pupils with SEND, around 3900 having a statement or EHCP. ● Only 35% of C&YP with statements/EHCPs attend mainstream school (less than other similar LAs). ● Children with statements / EHCPs placed by SEN Assessment Team, children C&YP on School Support placed by the Admissions team in accordance with the Fair Access Protocol. ● Inequitable spread of children with SEND in mainstream schools. ● Some C&YP with SEND being placed in Alternative Provision while waiting for their EHCP assessment to be completed. ● Poor transitions (at each stage). 	<p>Inclusion</p> <p>4.1 We will listen to children, young people and their parents and ensure that all schools are challenged where inclusive practice is poor, sharing intelligence with Ofsted.</p> <p>4.2 We will work with the SEND Hub Networks, Family Support Networks, Early Years Hubs and localities to develop a bank of good practice examples and materials for use by early years' settings, schools and colleges to support inclusive practice and good transition by autumn 2017.</p> <p>4.3 By 2017 we will develop a new approach to enabling children with SEND to attend mainstream early years settings – setting the expectation of inclusion from the beginning.</p> <p>4.4 We will continue to offer Disabled Children's Access to Childcare (DCATCH) brokerage to support parents to find childcare to support their child's needs. Providing them with information and support to challenge poor practice if necessary.</p>	<p>6 All schools commit to inclusion agreement (including independent schools).</p> <p>7 Depending on outcome of consultation – Inclusion Kite Mark introduced.</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
	<ul style="list-style-type: none"> ● Insufficient emphasis on increasing parental confidence in local provision. <p>Issues</p> <ul style="list-style-type: none"> ● No agreed understanding of what inclusion means. ● Parental confidence / knowledge of options ● Governors / other parent's views 	<p>Options</p> <p>4.5 Developing an agreement with schools (teachers and governors), colleges and early years settings to:</p> <ul style="list-style-type: none"> ● Agree what inclusion looks like in mainstream settings. ● Set out our expectation that all schools should welcome C&YP with SEND. ● Set out our expectations that children and young people with SEND, and their families, should be supported within their school whilst EHCP assessments are being completed. ● Ensure that the EHCP and educational staff place importance on supporting the child or young person to increase their confidence and resilience. ● Ensure that teachers, support staff and families have high expectations for our children and young people with SEND with regards to what they feel they can achieve i.e. in terms of employment; training; qualifications and the degree to which they can achieve independent living. ● Agree the approach that learning settings should take in responding to and preventing the victimisation and bullying of CYP with SEND <p>4.6 Consulting on introducing a 'kite mark' for quality inclusion.</p>	

Key area	Current position and issues	Recommendations	Key Performance Indicators
		<p>Transition</p> <p>5.1 We will continue to develop the transition pack (targeted support), that supports children in the early years from home to school setting and beyond.</p> <p>5.2 The Early Years and Childcare Advisory Service to continue to support early years settings to lead transition planning meetings with school colleagues to promote information sharing between the setting, parent and school.</p> <p>Options</p> <p>5.3 Carrying out a review to ensure that there is better transition between educational settings – from early years and beyond, learning from the best practice across the country. Linking in to learning from Life Pathways projects, to ensure young people are preparing for their future both during school and post 16.</p> <p>5.4 Improving the quality of information available to guide transition planning at 14. Guidance and support for young people 14-16 with SEND to access education and training. Improving joint working with Health and Social Care to ensure a joined up approach to transition planning.</p> <p>5.5 Introducing a revised LA process to support transition from pre-school settings to primary and primary to secondary to ensure placements are close to home and a fair distribution between schools</p>	<p>Transition</p> <p>8 Survey of parents and young people shows increased satisfaction and confidence following transition points.</p> <p>9 Decrease in the number of placement changes following transition to secondary school</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
		<p>Parental Confidence</p> <p>6.1 We will ensure that parents and young people are at the centre of planning process and involved in decision making throughout, including ensuring that Planning Co-ordinators meet parents and children very early on in the process, so it is clear that their voice is heard.</p> <p>6.2 We will continue to improve the information available for parents and young people through the Local Offer and Information Advice & Support Service on the options being clear about the benefits and draw backs of each.</p> <p>6.3 Through the Local Offer we will explore ways of marketing SEND provision within special and mainstream schools more effectively – including search engine optimisation.</p> <p>6.4 We will continue to take forward further work through the West Sussex Parent Carer Forum to develop parents' groups at schools and other networking opportunities.</p>	<p>Parental Confidence</p> <p>10 The low number of tribunal cases is maintained.</p> <p>11 85% of surveyed parents report good or better advice and information services by 2018, baseline carried out in 2016.</p> <p>12 Increased users of the Local Offer Website from around 2,000 in Sept 2015 to 10,000 in Sept 2018.</p>
<p>To build a model of educational provision and support in West Sussex which enables young people, wherever possible, to live and go to school / college locally.</p>	<p>Current Position</p> <ul style="list-style-type: none"> Some children having to travel long distances to school (350 more than 20 miles). 11% of special placements (433 pupils) are in the independent non maintained sector. Mainly complex physical difficulties, ASC and SEMH. 	<p>Specialist Provision</p> <p>7.1 We will work with special schools to ensure consistency of application of 'criteria' for placement by September 2018.</p> <p>7.2 We are reviewing our existing funding formulas for special schools (2017) and Specialist Support Centres (2018) and developing new ones to better reflect need.</p> <p>7.3 We are looking at decreasing out of county post 16 residential placements through a trial of supported accommodation exploring innovative uses of council assets, local provision of education and training and supported living opportunities.</p>	<p>Specialist provision</p> <p>13 Decrease in the travel budget by 2019.</p> <p>14 43% of C&YP with statement or EHCP educated in mainstream settings in line with our statistical neighbours (up from 35%).</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
	<p>Issues</p> <ul style="list-style-type: none"> ● Special schools at capacity (but higher proportion in special than other LAs). ● Some SCCs over-subscribed, some under capacity. ● Lack of residential provision in county. ● Issue with agencies providing information needed for EHCPs and placements. 	<p>7.4 Special schools are working with mainstream schools through SEND Hub Networks to support them to provide for lower levels of need - freeing up capacity in special schools to take higher level of needs. The Hubs and Family Support Networks to support SENCOs to work together to plan provision and support transition at a strategic level.</p> <p>7.5 By autumn 2016 we will carry out further work to review current provision using a co-production approach. This will include:</p> <ul style="list-style-type: none"> ● Considering the need for additional provision to support demand for ASC and SEMH, both within mainstream and special settings. ● Exploring the rise in demand for post 16 provision. ● Reviewing current SSCs with a focus on underutilised provision, to ensure that they are fit for purpose <p>Options (depending on outcome of Provision Review)</p> <p>7.6 Developing our specialist provision in mainstream and special schools to ensure that it meets the increasing demand for ASC and SEMH placements going forwards. Ensuring integrated education and care provision for young people with complex learning difficulties and disorders. Support for families should also be part of this package.</p> <p>7.7 Re-focusing specialist provision within mainstream colleges and planning for additional provision for post 16 pupils who are unable to attend mainstream provision. Launching a trial to test different models for post 16 placements.</p>	<p>15 Reduction in numbers placed in INMSS by 4% by 2019 in line with our statistical neighbours.</p> <p>16 Provision Review completed by autumn 2016.</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
<p>To deliver an offer that is sustainable and cost effective now and into the future and takes due account of predicted demand</p>	<p>Current Position</p> <ul style="list-style-type: none"> ● Pressure on High Needs Budget. ● Issues concerning the time it takes to complete assessments for EHCPs. ● Provision not based on a strategic analysis of need. ● Introduced a dynamic purchasing system (DPS) for placements in INMSS. ● Increase in demand as a consequence of house building. ● Increasing demand for ASC placements and post 16 provision. <p>Issues</p> <ul style="list-style-type: none"> ● Difficulties mapping upcoming need in order to plan places ● LA too binary approach to provision – e.g. seeing one route as fixed ● Relationship with INMSS not used to full effect. ● Demand on other agencies/ resources (e.g. NHS) 	<p>Improved ways of working</p> <p>8.1 By autumn 2016 we will ensure that clear protocols and processes are in place for health, social care, the Virtual School and SEND team to work together to provide an integrated service. Lead for Vulnerable Children to ensure strategic leadership and joined up delivery.</p> <p>8.2 By spring 2017 we will ensure all professionals complete their advice for assessments within timescales so that delays in placement decisions can be avoided.</p> <p>8.3 SEN Assessment team are putting in place a number of actions to improve the timeliness of assessments, including prioritising assessment for the most vulnerable children.</p> <p>Relationship with INMSS and Commissioning</p> <p>9.1 By autumn 2016 we will introduce a new strategic approach to placements, based on clear rationale for using INMSS, rather than lack of capacity in specialist provision in county. Better join up with SEN assessment team and schools, including head teachers sitting on panels.</p> <p>9.2 We will use a rigorous commissioning system to ensure that the continuum of provision meets the continuum of need by improving our use of data and cost forecasts.</p> <p>9.3 We will further develop our partnership with INMSS where this can help drive down the overall cost of placements and transport. All placements through the DPS to ensure best value for money. A regional DPS will be introduced by April 2017.</p>	<p>Ways of working</p> <p>17 Agreed protocols in place for joint working between health, social care and education by autumn 2016</p> <p>18 100% of professional advice will be provided within timescales and 95% of statutory assessments will be completed in time by 2018.</p> <p>19 95% of EHCP Assessments completed within 20 weeks by 2018 Commissioning</p> <p>20 Joint strategic plan in place for placements in INMSS by autumn 2017.</p> <p>21 All placements in INMSS through DPS by April 2017.</p> <p>22 Decrease in High Needs budget spending by 2019</p>

Key area	Current position and issues	Recommendations	Key Performance Indicators
	<ul style="list-style-type: none"> Lack of join up across LA / social care and other services. 	<p>Options</p> <p>9.4 Ensuring that children and young people placed in INMSS have effective annual reviews which consider the option of return to West Sussex provision and which actively challenge learning outcomes for the child (using the Common Outcomes Framework).</p> <p>9.5 Improving our monitoring and quality assurance of INMSS, in addition to the effective annual reviews of individual children that consider the needs of the whole family.</p> <p>9.6 With the aim of reducing the need for residential placements for children and young people with complex needs, developing more effective joint commissioning arrangements across services and with other LAs. For example by trading services and pooling budgets to provide holistic services for families.</p> <p>Improved Data and Early Intervention</p> <p>10.1 We will improve our understanding of numbers of children coming into the system through better early identification, improved join up with Early Help teams. Enhanced PARMS and better multi-agency working. Early Years settings to consistently flag up issues early if they have concerns about support needed or transition to ensure that wrap around support for the whole family is in place before the child starts school.</p> <p>10.2 By autumn 2017 we will improve our information management systems for SEND, Early Help and Children Looked After with agreed common data sets which can track outcomes, achievement and destinations to enable the quality of provision to be measured</p>	<p>Improved data</p> <p>23 New database introduced by 2017.</p>

Notes

West Sussex Special Educational Needs and Disability Strategy 2016



Children and Young People's Services Select Committee
10th January 2019
Outcome of school funding review 2019/20 consultation
Report by Executive Director Children, Adults, Health, Families and Education and Director of Education and Skills

Executive Summary

West Sussex County Council is required, under national funding regulations, to consult schools and the Schools Forum on proposed changes to funding arrangements affecting school budgets. The outcome of this consultation will inform the Cabinet Member for Education and Skills' decision about changes to mainstream school funding in 2019/20 in West Sussex and the permanent exclusion school budget deduction rate, due to be published later in January 2019.

Proposals to transfer funding between DSG funding blocks were also included as part of the schools funding consultation. Under the funding regulations, any transfer between blocks is a decision that is taken by Schools Forum, although the County Council can seek to overturn this by applying to the Secretary of State for Education through a disapplication request.

The Focus for Scrutiny

The Children and Young People's Services Select Committee is asked to consider the implications of the National Funding Formulae on the local funding formula for mainstream schools in West Sussex. The Committee is also asked to consider the impact of spending pressures for schools and on high needs expenditure and to preview the Cabinet Member decision for changes to school funding in 2019/20.

It is recommended the Children and Young People's Services Select Committee supports the change to the distribution of school funding for 2019/20 as set out in paragraphs 2.5 and 2.9, which is to be approved by the Cabinet Member for Education and Skills in January 2019.

Proposal

1. Background and Context

- 1.1 In 2018/19 a new National Funding Formula (NFF) was introduced for the Dedicated Schools Grant (DSG) Schools block. In order to avoid significant fluctuations in funding and maintain stability during implementation, although the NFF was introduced from 2018/19 it was done using 'soft formula' arrangements where the Department of Education allocated funding to Local Authorities for the total of the schools in their area, and then each Local Authority was asked to distribute their allocation by means of a local funding formula during 2018/19 and 2019/20.

- 1.2 The Department of Education have re-affirmed that it is their long term intention that schools' budgets should be set on the basis of a single, national 'hard' formula where all schools will be funded directly via the NFF. However, in July 2018 they announced that a move to the 'hard' NFF would be delayed by at least a year, with Local Authorities being asked to continue to determine local school allocations under the 'soft formula' arrangements in 2020/21.
- 1.3 Whilst the 'soft formula' arrangements remain in place, West Sussex County Council is required, under national funding regulations, to consult schools and the Schools Forum on proposed changes to funding arrangements affecting school budgets.
- 1.4 The School Funding Review 2019/20 consultation document was published on 31st October 2018 and set out proposals for changes as follows:
 - Changes to the local funding formula for mainstream schools towards the implementation of the national funding formula (see paragraphs 2.1 to 2.10 below).
 - A one-off transfer of approximately £2.3m from the Dedicated Schools Grant (DSG) Schools block to the High Needs block (see paragraphs 2.11 to 2.14).
 - A one-off transfer of £0.4m from the Dedicated Schools Grant (DSG) Early Years block to the High Needs block (see paragraphs 2.15 to 2.17).
 - An increase in the permanent exclusion school budget deduction rates to include additional needs pupil-led funding (see paragraphs 2.22 to 2.24).
 - De-delegation of funding from maintained primary and secondary schools to create pooled budgets (see paragraph 1.5).
 - The charge to maintained primary, secondary and special schools and Alternative Provision College for the General Duties Education Services Grant (see paragraph 1.5).

The consultation document included spreadsheets illustrating the local funding formula options for mainstream schools and a modelling tool was provided based on October 2017 pupil census data to show the indicative impact of the four formula options on individual school budgets before the proposed transfer of £2.3m to the High Needs block and two after.

- 1.5 After taking account of responses from schools to consultation proposals, at its meeting on 6th December the Schools Forum made decisions, as required in its constitution, to approve the de-delegation of funding for specified services from the budgets of maintained schools (bullet point 5 above). Schools forum also approved the proposed charge in 2019/20 to maintained schools for the former General Duties Education Support Grant (bullet point 6 above). These matters are therefore not covered in this report.
- 1.6 The purpose of this report is to set out a summary outcome of the consultation responses to inform decisions by the Cabinet Member for Education and Skills about changes to school and high needs funding in 2019/20.

2. Proposals

NFF and the Local Funding Formula

a) Options for allocating out DSG funds to mainstream schools

- 2.1 Once fully implemented the new NFF is expected to target an extra £28m (6.5%) to West Sussex mainstream schools. However, since the annual increase in allocation to Local Authorities is capped at 3%, these additional monies will not be fully available until 2020/21, and as a result, many schools within West Sussex will not receive the full indicative notional funding allocated at school level through the NFF until this time. For 2019/20, the Department of Education has provided local authorities with funding for schools calculated by applying the NFF at individual school level on the basis of an increase in:
- The minimum per pupil level of funding to £4,800 (2018/19 £4,600) per secondary pupil and £3,500 (£3,300) per primary pupil,
 - The minimum gain (funding floor) to 1% (0.5%) per pupil against 2017/18, and
 - The cap (ceiling) on any gains to 6.09% (3%) per pupil against 2017/18
- 2.2 Since the redistribution of funding through the NFF does not result in a uniform increase to funding across all schools, particularly as a result of the reduction in the lump sum for fixed costs from £150,000 to £110,000 per school, Schools Forum agreed last year a careful transition through the local funding formula to help schools, particularly primary, to manage the changes. This meant that the lump sum for primary schools was maintained at the local level of £150,000, and small primary schools with less than 150 pupils were given added protection through a temporary 'sparsity' lump sum. This meant that many of these smaller schools received a budget allocation above their full indicative notional funding level. This approach meant that more time could be taken to develop a small school strategy, to review operating models and future viability, to investigate options for changes to school organisation and to undertake required statutory consultation with stakeholders.
- 2.3 It was recognized, however, that the primary lump sum value could not be maintained at its current level and would need to be reduced as we move closer to the 'hard' formula implementation. As a result, the funding models being consulted on this year assumed a phased reduction in the primary lump sum to £130,000, or a complete reduction to the NFF level of £110,000. The consultation document set out four options for the development of the local funding formula for mainstream schools to reflect changes required to move towards the implementation of the new NFF. The four options were:
- Option 1: Phased reduction in primary lump sum
 - Option 2: Full reduction in primary lump sum
 - Option 3: Full reduction in primary lump sum and application of full minimum per pupil funding rates
 - Option 4: Phased reduction in primary lump sum with 0% minimum funding guarantee

2.4 The majority of respondents commented on the four local funding formula proposals. Although individual responses generally expressed preference for the option that benefited their particular school, there was a general acceptance of the continued use of the transitional arrangements agreed last year for primary schools. With over 50% of schools being on the funding floor many of the schools that responded received a similar increase in budget allocation (0.5%) under most of the options proposed [with the exception of option 4 and option D]. Option 1 received the most comments from respondents, with a phased reduction in the primary lump sum still gaining the highest level of support, particularly from within the primary sector. Option 4 was not favoured due to the 'cash frozen' impact this would have on many of our smaller primary schools.

2.5 Following discussions around the four options Schools Forum agreed to progress with Option 1.

b) Impact of proposed transfer to High Needs block

2.6 To understand what the impact of the proposed £2.3m transfer to the High Needs block would have on individual school budgets, two options illustrating the impact after this proposed transfer was also set out:

- Option A: Transfer through reduced minimum per pupil funding level and area cost adjustment
- Option B: Transfer through reduced basic entitlement unit values

2.7 Following some initial feedback during the first week of the consultation, some further modelling was undertaken and shared with the primary and secondary headteacher executives. These two additional options were:

- Option C: Transfer through combination of Options A and B
- Option D: Transfer through combination of Options A and B with 0% minimum funding guarantee

2.8 In terms of modelling options including a transfer to the High Needs block, most responses stated that they would be opposed to such a transfer. If such a transfer were to go ahead, Option A gained the highest level of support, although both Option A and Option B were seen as having a disproportionate impact on a small number of schools (approx 25%). A transfer through a combination of the two options set out in the consultation document was therefore seen as a fairer / 'least worst' option to take.

2.9 Following discussions around the four options involving a 0.5% potential transfer to the High Needs block Schools Forum agreed to progress with Option C.

c) Disapplication Requests

2.10 Local authorities can submit disapplication requests to the Department of Education to make variations to the local formula to avoid disproportionate advantage or disadvantage to individual schools or groups of schools. With the approval of the Schools Forum, the County Council has submitted the

following disapplication requests in order to have additional flexibility with the WSCC local formula:

- Disapply the Minimum Funding Guarantee (MFG) and cap for Bishop Tufnell Primary school by classing it as a 'growing' school – this is the same approach that has been taken in previous years with the schools involved in the Worthing Age of Transfer and STARS locality re-organisations, and the expansion of Steyning Grammar school following the closure of Rydon Community College.
- Disapply the sparsity factor criteria and use 50% of the £0.282m allocated funding to provide an additional lump sum to the small primary schools (outside of the MFG calculation). Under the NFF formula only 15 of our 53 small primary schools attracts sparsity funding. It is therefore proposed, as in 2018/19, to allocate 50% of the additional monies received to the 16 schools (includes one secondary) that qualify for the sparsity funding under the NFF, and to allocate the remaining 50% in a more targeted way that will benefit all of the small primary schools in the county, by paying these monies as an additional lump sum of £2,390 to those schools with 100 pupils or more and £2,990 to those schools with under 100 pupils.
- Disapply the London Fringe (Area Cost Adjustment) applied to Crawley schools which has increased from an uplift of 1.56% on pupil led factors to 5.61% increasing this funding element by almost £3m. Currently only the existing rate or the new rate can be used in setting the local formula, and therefore the purpose of this disapplication is to give the LA flexibility to scale the implementation of the increase in line with the approach taken in 2018/19 when the rate was set at 4.26%.

The outcome of these disapplication requests will not be known until January 2019. The Department of Education, however, has confirmed the Schools and High Needs block funding allocations for next year, taking account of October 2018 pupil census data, as part of the 2019/20 DSG settlement announced on 17th December 2018. The new data and the outcome of the disapplication requests will be used to rework options 1 and C for 2019/20, ahead of recommendation to the Cabinet Member for Education and Skills.

Consultation about proposed transfer of £2.3m from the Schools block and £0.4m from the Early Years block to High Needs in 2019/20

- 2.11 The funding regulations that were put in place in 2018/19 to allow LAs to consult with schools and Schools Forum about transferring up to 0.5% of the Schools block towards High Needs cost pressures have been extended into 2019/20. The purpose of consulting schools is to:
- Present a range of evidence to support a proposal to transfer funding from the Schools block to the High Needs block and
 - Seek views about that proposal.
- 2.12 The School Funding Review 2019/20 consultation document set out the case for the proposed one-off transfer of 0.5% (approximately £2.3m) from the Schools block to the High Needs block in 2019/20 showing the increase in EHCPs and expenditure since 2014/15.

- 2.13 The consultation document also set out a summary of the indicative impact of the proposed transfer on schools and academies in 2019/20 under two different approaches; Option A through a reduction in the minimum per pupil funding level and the area cost adjustment and Option B through a reduction in the basic entitlement unit values. The spreadsheet modelling tool published with the consultation document also showed the indicative impact of the transfer on individual school budgets under each option.
- 2.14 25% of schools responded to the transfer from the Schools block proposal. Although responses recognised the reasons for the proposed transfer of £2.3m, in view of the pressures affecting school budgets, the majority (77% of respondents) did not support the proposals. This outcome was also endorsed by the West Sussex Primary and Secondary Headteacher Executive groups.
- 2.15 The consultation document also set out the case for the proposed one-off transfer of £0.4m from the Early Years block to the High Needs block in 2019/20 showing the increase in the number of children below school age with EHCPs since 2014/15.
- 2.16 Even after allowing for this proposed transfer, the LA will still be passing through 96% of the three and four year old funding that it receives to its early year providers. This is above the 95% level that is required in the funding regulations.
- 2.17 22% of schools responded to the transfer from the Early Years block proposal. Although responses recognised the reasons for the proposed transfer of £0.4m, in view of the funding issues across all budgets it was seen as yet another short term measure to help mitigate the High Needs funding pressures. The majority (61% of respondents) did not support the proposal. Respondents also commented that this funding could be directed to early years provision for high needs pupils and supporting other early intervention services within early years settings instead.
- 2.18 At the meeting of the Schools Forum on 8th December 2018 following a long debate, the forum voted against both proposed transfers. The Chair summed up the view of Schools Forum:
- 'It is with heavy heart that Schools Forum unanimously could not agree the transfer of funds from the Schools Block to the High Needs Block to support our more vulnerable pupils. This decision is as a result of the immense pressure on schools due to insufficient funding in the Schools Block'.
- 2.19 As a result of the Schools Forum decision, the County Council will need to consider the following options:
- Apply to the Secretary of State to have the decision by Schools Forum on the transfers to the High Needs block overturned,
 - Make more controversial savings from within the High Needs DSG block such as reductions to top up funding for new placements, reductions in exceptional needs funding, and freezing vacancies in specialist support teams,

- Make additional savings from within the other DSG blocks by cutting discretionary areas such as the Area Inclusion and Improvement Boards (AIIBs),
 - Make additional savings/cuts to its other services which are funded by the West Sussex council taxpayers such as social care, and highways and transport.
- 2.20 In view of deadlines set in the Schools Revenue Funding 2019 to 2020 operational guide, the County Council submitted an appeal (known as a disapplication) to the Secretary of State for Education on 30th November 2018 stating that it may wish to proceed with a transfer from the Schools block of up to 0.5%, in the event that Schools Forum turned down the proposal. The outcome of this appeal will not be known until January 2019.
- 2.21 Since an increasing number of Local Authorities are now incurring a deficit on their overall DSG account, largely due to overspends on the High Needs block, the Department of Education has announced that it intends to tighten up its rules and in future will require any Local Authority that has a DSG deficit of more than 1% of its total DSG funding after 31st March 2019, to present a report in consultation with its School Forum setting out its plans for bringing the DSG account back into balance.

Increase in the permanent exclusion school budget deduction rate

- 2.22 When a pupil is excluded from school, in accordance with the School and Early Years Finance (England) Regulations 2017 section 27, funding is removed from the school by the LA from the sixth day following the headteacher's decision to permanently exclude the pupil. Currently this deduction to the school's budget is currently calculated on the basic entitlement pupil led funding (i.e. the age weighted pupil unit (AWPU)) that the school receives and also the pupil premium that the excluded pupil attracts.
- 2.23 However, the finance regulations also state that the deduction made must relate to the age and personal circumstances of that pupil, which therefore means that the deduction should cover not just the basic entitlement, but also the relevant amounts for pupil-led factors, such as free school meals or English as an additional language, where the pupil attracted funding through those criteria. As a result, the consultation set out the LA's proposal to increase the deduction made to school budgets in 2019/20 to also include the additional needs funding that the school attracts.
- 2.24 64 schools (95% of schools responding) commented on the proposed increase in the permanent exclusion deduction rate. The responses broadly supported the need for funding to follow the pupil when excluded.

3. Resources

- 3.1 In July 2018 the government published updated tables setting out provisional Dedicated Schools Grant (DSG) allocations for 2019/20 at a Local Authority level for the Schools, Central Services and High Needs blocks, and illustrative school level allocations as if the NFF had been implemented in full without any transition. These budget allocations were based on October 2017 census

data, and the West Sussex indicative funding allocations are set out in the table below.

	Schools Block £m	High Needs Block £m	Central Services Block £m
2018/19 Allocation	445.645	77.498	8.672
2019/20 Allocation Change over 2018/19	455.553 9.908	78.453 0.955	8.584 -0.088

3.2 The indicative funding allocations were then updated for October 2018 census data as part of the 2019/20 DSG settlement that was announced on 17th December 2018. The West Sussex updated funding allocations together with an explanation of the changes to the indicative figures are set out in the table below.

	Schools Block £m	High Needs Block £m	Central Services Block £m
Indicative Allocation	455.553	78.453	8.584
Updated Allocation Change	459.268 3.715	80.528 2.075	8.624 0.040
<u>Explanation</u>			
Rise in pupil numbers	5.724	0.230	0.040
Growth factor changes	-2.009	0	0
Additional funding	0	1.845	0
Total	3.715	2.075	0.040

3.3 The growth factor element of the Schools block formula has been calculated on an historic basis up until the current year, but for 2019/20 it has been calculated on a lagged formula basis, with the DfE using the change in pupil numbers between the October censuses in 2017 and 2018 as a proxy for the level of growth expected in 2019/20. As a result of this change the West Sussex allocation is set to fall by £2.009m from £5.539m to £3.530m. This funding is allocated to those mainstream schools that require one or more additional classes as a result of increased pupil numbers at the start of the new school year, and is also used to meet mandatory provision for diseconomy costs for new basic need academies which are filling incrementally by one additional year group per annum.

- 3.4 In recognition of the cost pressures that LAs are experiencing on the high needs element of the DSG, the Secretary of State for Education announced as part of the DSG settlement an additional £250m of high needs funding to be paid over two years (2018/19 and 2019/20). As a result, West Sussex is set to receive a further £1.845m in both of these years.
- 3.5 Our High Needs expenditure within West Sussex is largely driven by the number of pupils with an Education and Health Care Plan (EHCP). Back in March 2015 we had 3,423 children and young people with EHCPs, and since that time those numbers have risen to 4,912 in March 2018 – an increase of 1,489 (43%) - 515 in 2015/16, 573 in 2016/17 and 401 in 2017/18. In the first six months of 2018/19 these numbers have risen by a further 184.
- 3.6 Based on an assumption that the number of pupils identified as needing additional support through an EHCP will continue to rise at the current rate it is projected that expenditure in High Needs is set to increase by a further £5.6m in 2019/20. Since the current year's budget also includes one-off funding of £2.2m from the Schools block and £0.760m from DSG reserves, this means that our underlying shortfall next year stands at £8.560m.
- 3.7 Unlike the DSG Schools block the majority of the High Needs block allocation is not driven by pupil led units of funding, which is why the additional high needs funding announced by the Secretary of State in December was welcomed. However, even with these monies, High Needs funding in West Sussex is only set to increase by £3.010m. A further £0.995m of savings have been identified from within the High Needs block next year, but this still leaves a budgeted shortfall of £4.555m.
- 3.8 With the remaining available balance within DSG reserves forecasted to be less than £3m at the end of the current financial year, the County Council does not have sufficient DSG monies to meet the High Needs budget shortfall, and therefore needs to consider other savings options in order to set a balanced budget.
- 3.9 In light of the £250m additional funding announced by the Secretary of State, he has asked LAs to review their proposals for transferring any funds from the Schools block to the High Needs block, and he is to open a further window in the new year, with a closing date of 15th January 2019, for LA's to reduce or remove their disapplication requests.
- 3.10 Given the late nature of the Secretary of State's additional funding announcement the Cabinet Member for Education and Skills is still considering the potential impact of reducing and/or removing the 0.5% Schools block transfer disapplication request on the planning for next year's High Needs budget.

Factors taken into account

4. Issues for consideration by the Select Committee

- 4.1 The Committee is requested to consider the implications of the National Funding Formulae on the local funding formula for mainstream schools as well as the impact of low funding on spending pressures for schools and on high needs expenditure.

5. Consultation

- 5.1 The School Funding Review 2019/20 consultation document was published on 31st October 2018 through Have Your Say. The closing date for responses was 27th November 2018.
- 5.2 In addition to the publication of the consultation document, three briefing sessions for schools were held between 8th and 21st November, and these drew a total of 119 bookings from 70 schools and academies. Officers also attended meetings of the Resources, School Organisation, Capital and Admissions sub group and primary and secondary headteacher executives to provide more detailed explanations to school representatives about the local formula options and their impact.
- 5.3 65 (24%) of all maintained schools and academies submitted written responses to the consultation proposals. As agreed with headteachers' executive groups, the written responses from schools are deemed to be representative of each phase.

6. Risk Management Implications

- 6.1 Although funding for mainstream schools is set to increase by £13.6m next year the fact is that there is insufficient funding to cover unavoidable cost pressures and unfunded cost burdens. In view of the cost pressures in the High Needs block, there is no planned increase to funding for maintained special schools. This means that many schools and academies will need to consider further efficiency measures in 2019/20 to reduce expenditure, including staff reductions. This will impact on the provision of education. Some staff reductions may be achieved through natural turnover. Others will be achieved through redundancies. The County Council is the compensatory body for maintained schools and will be responsible for meeting redundancy costs.
- 6.2 The NFF funding changes may affect the viability of some small schools which will require consideration of future school organisation in some areas of West Sussex. This may cause concerns in local communities, affect parental choice of school, create additional capital and revenue costs and affect the reputation of West Sussex County Council. Subject to the outcome of disapplication requests set out at paragraph 2.10, transitional arrangements through the local funding formula may continue to mitigate the impact until 2020/21.

7. Other Options Considered

- 7.1 Now that the Department of Education has confirmed the level of Schools Block funding for 2019/20 and the updated data set has been provided, further modelling will take place to determine changes to the local formula. These changes will also take account of the outcome of the disapplication requests expected in January 2019.
- 7.2 The outcome of the County Council's budget setting process for 2019/20, together with the appeal to the Secretary of State about the transfer to the High Needs block, will be used to inform further consultation with schools and specialist providers to determine what further changes may be required to reduce high needs expenditure.

8. Equality Duty

- 8.1 After due consideration it is not envisaged that the proposals recommended have any disproportionate impact on those persons with protected characteristics compared with those without such characteristics.

9. Social Value

None.

10. Crime and Disorder Implications

Not applicable.

11. Human Rights Implications

None.

Kim Curry

Executive Director, Children, Adults, Families, Health & Education

Paul Wagstaff

Director of Education and Skills

This page is intentionally left blank

Children and Young People's Services Select Committee
--

10 January 2019

West Sussex Safeguarding Children Board Annual Report 2017/18
--

Report by Independent Chair of the West Sussex Safeguarding Children Board

Summary

The West Sussex Safeguarding Children Board (WSSCB) Annual Report is presented as a means of highlighting the work of the Local Safeguarding Children Board.

The focus for scrutiny

The Committee is asked to consider the Report, and to comment on whether any further scrutiny is required. It is recommended:

- (1) That the Committee considers the successes and areas for improvement for the West Sussex Safeguarding Children Board (WSSCB) in 2017-18.
- (2) That the Committee consider the WSSCB's Key Messages for partner agencies and West Sussex County Council.

Proposal

1. Background and Context

1.1. The WSSCB Annual Report 2017-18 was prepared by an Independent Chair and Board Manager covering a period in which neither post holder was in situ. The report describes the WSSCB's work to deliver three priority business areas and also examines multi-agency service provision to children from early help services through child safeguarding and protection, including children who are looked after in West Sussex. It references key achievements and also highlights future challenges faced by the Board.

2. Proposal

2.1 During 2017-18 key multi-agency safeguarding initiatives and achievements included:

- A positive focussed visit by Ofsted to the Multi-Agency Safeguarding Hub (MASH) noted that significant progress had been made by "a good range of partners, including early help, housing, domestic abuse services, police, health and the designated officer".
- The Integrated Prevention and Earliest Help Service went live in 2017. The vision of this whole system partnership is to create a safe, connected and affordable system of prevention and Early Help.
- Publication of a Harvard University report, based on a fact-finding visit, recognised West Sussex as a leading provider nationally of early help interventions to vulnerable families and children. The Government

subsequently confirmed West Sussex as a leading county in delivering services to vulnerable families under the national intervention programme: 1,939 families have now achieved sustainability since the programme began in 2012.

- Pause is a national programme which works with women who have experienced, or are at risk of, repeated pregnancies that result in children needing to be removed from their care. Pause West Sussex went live in September 2017. 22 women successfully engaged with the programme. West Sussex believes that as result, 20 babies who would otherwise have been predicted to have entered the care system remained with their families.
- The ground-breaking Young People at Risk pilot was developed to support the most complex and vulnerable adolescents in West Sussex. Whilst the number of children involved in the pilot was small at 15, it achieved successful outcomes for a third of the group in reducing missing episodes and for two thirds there was improved placement stability.
- Operation Encompass was successfully piloted in the Crawley area by Sussex Police, assisted by the Safeguarding in Education Team. The pilot delivered timely sharing of information between police and schools about children who were present when the police attended a domestic abuse incident; enabling schools to provide appropriate early support to children. It is now being rolled out across Sussex.
- The Safeguarding team for the Sussex Partnership Foundation Trust (SPFT) became operational providing a full time Named Nurse for the West Sussex Locality and an Associate Director of Safeguarding to represent the SPFT at a strategic level to drive support for the child and their family's mental health and wellbeing.
- An ambitious training and awareness raising programme delivered by the partnership included a Pan Sussex safeguarding week (November 2017) and Conferences featuring national experts in their field (e.g. the Neglect and Fabricated and Induced Illness Conferences). During 2017-18 Districts and Boroughs and West Sussex Community Safety led on training provision to the night-time economy around Child Exploitation/Child Sexual Exploitation, radicalisation and serious organised crime. Around 1000 taxi drivers and operators have received training to date (March 2018) to help them to identify and report signs of exploitation to Sussex police.

2.2. The WSSCB annual report acknowledged key challenges in 2017-18:

- Ensuring effective multi-agency collaboration requires consistent commitment and engagement in WSSCB related activities across the partnership, with a shared sense of vision and purpose.
- Our partners voiced the need to recognise resource limitations and focus our new Child Safeguarding Partnership arrangements accordingly and to demonstrate impact and positive outcomes for our Children and Young People and their families.
- Building relationships to enable alignment of work across our wider partnerships, including the Health and Wellbeing Board and

Safeguarding Adults Board to optimise our collective resource deployment. This would ensure that partners connect with the Child Safeguarding Partnership to respond to challenges including the current funding landscape, coupled with population growth and increased pressure on services in West Sussex.

- The need to demonstrate that Board activity was effective and able to use information, intelligence and data to inform its priorities and monitor performance and the impact of its work.
- Ensuring that the WSSCB understood and responded dynamically to harmful practices, which include female genital mutilation, honour based violence and forced marriage. During 2018-19 the Board will work with partners to develop a robust multi-agency Exploitation Strategy which articulates our response to harmful practices as well as all forms of Criminal Exploitation including County lines and Child Sexual Abuse.

3. Our priority areas for multi-agency action 2018-19

3.1 The WSSCB Business Plan will continue to focus on three priority areas:

- Prevention and protection of children at risk of or experiencing neglect
- Prevention and protection of children from exploitation and abuse
- Children's emotional well-being and mental health

Provision of early help to Children, Young People and their families is an additional WSSCB priority as a thread which runs through the 3 headline priorities.

3.2 The WSSCB's work will cease in mid-2019: plans during 2018-19 will commence to drive forward a new local multi-agency model to safeguard children. The purpose of the Local Safeguarding Children Partnership (LSCP) arrangement is to oversee multi-agency plans and strategies to protect children and safeguard their welfare. The LSCP will be led by three named safeguarding partners: Sussex Police, Clinical Commissioning Group (CCG) and the Local Authority – as set out in the Children and Social Work Act 2017 and new statutory guidance requirements set out under Working Together to Safeguard Children, published in July 2018.

The LSCP will review progress and assess strengths and areas for development in the local child safeguarding system. This analysis will inform the priorities and will contribute to an annual report on progress made delivering the LSCP's business plan.

4. Key messages for partner agencies

4.1 The WSSCB annual report includes our messages for partner agencies to take forward in their work in 2018-19:

- We recognise and value the strength of partner engagement with the WSSCB. The delivery of services in partnership is a challenge, and a priority for the coming year has to be improving our ability to work together, particularly in relation to our key priorities: the neglect, exploitation and mental health of the children we serve, as well as embedding learning from our Child Death and Serious Case reviews.

- We must ensure we are clear about our individual responsibility and accountability for improving services in order to ensure the safety and well-being of children and young people in West Sussex.
- To improve our services we must ensure we embed a culture of listening to children, young people and their families about their experiences of support and how we can best support them in the future.

5. Key messages for Local Politicians

5.1 The WSSCB asked the Children and Young People's Services Select Committee to consider the following key messages:

- The importance of promoting the work of the current Board and the new Child Safeguarding Partnership arrangements post June 2019.
- The need to ensure linkages with the work of other Boards, Partnerships and Initiatives across the Council and beyond, including the Health and Wellbeing Board, Adults Safeguarding Board, Districts and Boroughs and our Community Safety Partnerships.
- The need to improve our links with the community in relation to safeguarding children locally.

6. Resources

6.1 There are no resource implications arising from this retrospective report.

Factors taken into account

7. Issues for consideration by the Select Committee

7.1 The Committee considers the WSSCB Annual Report on an annual basis. Members are asked to consider the report, and whether there are any areas for further scrutiny.

8. Consultation

8.1 This retrospective report was co-written by and in consultation with partner agencies. There is no further requirement for consultation as part of this retrospective scrutiny exercise.

9. Risk Management Implications

9.1 The original report was fully risk-assessed, and no further consideration is necessary as part of this retrospective scrutiny exercise.

10. Other Options Considered

10.1 Not applicable. The WSSCB has a statutory requirement to produce an annual report.

11. Equality Duty

11.1 The WSSCB annual report content is compliant with partner agencies' responsibilities under the Equality Duty; no further consideration is necessary as part of this retrospective scrutiny.

12. Social Value

12.1 The report describes and evidences the Social Value of partner's activity throughout the county.

13. Crime and Disorder Implications

13.1 None

14. Human Rights Implications

14.1 None

Lesley Walker

Independent Chair, West Sussex Safeguarding Children Board

Contact: Sally Kendal WSSCB Business Manager. Mob: 07850 945986

Appendix: WSSCB annual report 2017-18.

Background Papers: None

This page is intentionally left blank



West Sussex Safeguarding Children Board

Annual Report **2017-18**

www.westsussexscb.org.uk





West Sussex Safeguarding Children Board

Annual Report 2017-18

Contents

4-5

Introduction by Chair

6-7

Summary of achievements

8

About West Sussex

9-14

Performance and Progress made

15-24

Keeping Children and Young
People Safe and Well

25-26

What happens when a child in West
Sussex dies or is seriously harmed

27-30

Improving Practice, Learning
and Staff Development

31-33

How we have listened to children
and acted on their views

34-37

Challenges identified and
future priorities

38-46

Annexes A to D

Introduction by the Independent Chair

Lesley Walker



I commenced my statutory role as Independent Chair of the Board at the end of April 2018.

This annual report allows me to reflect on the achievements of the WSSCB during 2017-18 and how the Board identified and addressed emerging and ongoing challenges. I am keen to seek assurance via the Board that West Sussex multi-agency working continues to build on these successes. A period of considerable change and challenge is on the horizon as the WSSCB undergoes a transformation of working practice. This will ultimately result in a West Sussex Safeguarding Children Partnership formed of the Local Authority, Sussex Police and Clinical Commissioning Groups, commencing mid-2019.

This report examines the Board's effectiveness and the impact of its strategies delivered via its business plan during 2017-18. The report's narrative looks at particular areas of work and assesses whether the Board delivered on its fundamental objective to safeguard and promote the wellbeing of our Children. I would like to acknowledge the contribution made by all of our partner agencies and organisations, including our voluntary sector partners. Their collective specialist knowledge ensures West Sussex provides targeted and bespoke safeguarding services to our Children. The partnership work in the last year in relation to the development of Integrated Prevention and Earliest Help (IPEH)

services and the West Sussex Multi-Agency Safeguarding Hub (MASH) is of particular note and demonstrates this partnership approach to improvement which is described in further detail in the Keeping Children and Young People Safe and Well section of this report.

The report's narrative looks at particular areas of work and assesses whether the Board delivered on its fundamental objective to safeguard and promote the wellbeing of our Children.

Looking at The Board's progress against its delivery and improvement plans will inform our business plan for 2019-2022. The commentary describes how partner agencies have worked together to provide the right advice, services and support at the right time. It also seeks to address whether the identified areas for improvement and development in the context of the forthcoming period of change received sufficient scrutiny. The WSSCB recognises the need to think dynamically, flexibly and creatively to address the increasing complexity

of safeguarding issues affecting our most vulnerable children and young people such as Child Exploitation across County Lines, Honour Based Violence and Abuse, Modern Slavery, Radicalisation and Female Genital Mutilation.

I am interested to see a strengthening Pan Sussex approach to key pieces of work, such as Operation Encompass¹, to ensure a consistent, focussed and the most efficient approach to safeguarding Children and Young People across Sussex.

I am looking forward to being part of this period of change and challenge, and working with partner agencies and organisations across West Sussex to model the most efficient, consistent and effective use of our collective resources. During 2018-19 the three Child Safeguarding Lead Partners will develop plans to enable a smooth transition for agencies to work together effectively to deliver on the statutory changes required by Working Together to Safeguard Children 2018. I am interested to see a strengthening Pan Sussex approach to key pieces of work, such as Operation Encompass¹, to ensure a consistent, focussed and the most efficient

¹ See page 18 for information about Operation Encompass

approach to safeguarding Children and Young People across Sussex. Critically, the Partnership has committed to improving our engagement with Children and Young People to ensure effective safeguarding with the voice of Children and Young People at the heart of our service delivery. To help our Children develop independence and resilience in an increasing complex, rapidly evolving and challenging societal and funding landscape, will require flexible and innovative approaches to deliver the best possible outcomes. I believe that the new strategic partnership will lead on the formation of a cohesive overarching multi-agency child safeguarding and wellbeing service provision, which is informed by Children and their Families.



Lesley Walker
Independent Chair, West Sussex
Safeguarding Children Board

Executive Summary and key partnership achievements

This 2017-18 annual report provides a snapshot of the extensive work that agencies and partners across a wide spectrum of professional, specialist and local knowledge do together to safeguard West Sussex Children.

It also examines whether The West Sussex Safeguarding Children Board carried out its statutory functions² effectively during this period:

- (a) to co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the authority by which it is established; and
- (b) to ensure the effectiveness of what is done by each such person or body for those purposes.

Ofsted reviewed the effectiveness of the Local Safeguarding Children Board in October 2015 as part of an inspection of the services for children in need of help and protection; children looked after and care leavers in October 2015. They subsequently reported (in January 2016) that provision in these areas required improvement. An improvement plan was drawn up and progress against this tracked and this was independently reviewed in late 2017. The new Independent Chair and Business Manager are rigorously reviewing progress and impact.

In March 2018 Ofsted undertook a focused visit to West Sussex Children's Services, looking at its "front door" operations via the local authority's arrangements for contacts and referrals into the Multi-Agency Safeguarding Hub (MASH) and thresholds for early help, children in need and those in need of protection. It found that there was "A good range of partners, including early help, housing, domestic abuse services, police, health and the designated officer ... co-located in the MASH." Whilst timeliness and efficiencies in the system were highlighted as areas for improvement, the inspection noted that significant positive progress had been made. Furthermore,

Health and Education partners sourced additional substantive staffing resources which will be devoted to the MASH operation during 2018-19. An improvement plan was swiftly developed to ensure implementation of Ofsted's recommendations.

Between 26 February and 2 March 2018, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of West Sussex to judge the effectiveness of the area in implementing disability and special educational needs reforms.³ It found that there was a clear, focussed SEND strategy. It noted that partners, including education, health and care services were working together with increasing success to improve outcomes for children and young people with SEND. The Integrated Prevention and Earliest Help Service (IPEH) was described by Ofsted as "highly effective and delivering improved outcomes for many children and young people who have SEND".

FOUR PRIORITY AREAS

The WSSCB Business Plan, which runs until March 2019, focuses on four priority areas:

- Prevention and protection of children at risk of or experiencing Neglect
- Prevention and protection of children from exploitation and abuse
- Children's emotional well-being and mental health
- Provision of Early Help to children, including scrutiny of MASH functions

² Regulation 5 of The Local Safeguarding Children Boards Regulations 2006 and section 14 of the Children Act 2004

³ As set out in the Children and Families Act 2014

Multi-agency initiatives during 2017-18 illustrate where progress has been made against the WSSCB's commitment to improve service delivery and practice. Those of particular note are the MASH, IPEH, and Young People at Risk. In December 2017 the Safeguarding team for the Sussex Partnership Foundation Trust (SPFT) became operational providing a full time Named Nurse for the West Sussex Locality and an Associate Director of Safeguarding to represent the SPFT at a strategic level to drive support for the child and family's mental health and wellbeing. Heath partnerships across West Sussex led on the development of a WSSCB Neglect Strategy. West Sussex hosted a Pan Sussex Fabricated and Induced Illness Conference, attended by 75 delegates, welcoming a keynote expert speaker from Great Ormond Street Hospital. Safeguarding Week in November 2017 supported a drive to enhance practitioners' safeguarding children awareness. Following its success the programme is being extended to a month long series of events in November 2018: a Pan Sussex focus in 2018 will be a week-long theme on safeguarding adolescents, whilst across West Sussex training sessions will run from the 6 IPEH hubs covering a range of topics including Safeguarding of Children with Special Educational Needs and Disabilities and Child Sexual Abuse.

The IPEH model, which began operating on 1st April 2017, brings together a range of multi-agency preventative services to ensure that all children have the best start in life, and that vulnerable families stay safe and stable. The Healthy Child Programme now sees health service professionals working in a fully integrated way with County Council staff for the first time. Publication of a Harvard University report⁴ based on a fact-finding visit, recognised West Sussex as a leading provider nationally of early help interventions to vulnerable families and children. The Government subsequently confirmed West Sussex as a leading county in delivering services to vulnerable families under the national intervention programme: 1,939 families have now achieved sustainability since the programme began in 2012. Pause is a national programme which works with women who have experienced – or are at risk of – repeated pregnancies that result in children needing to be removed from their care. The programme gives women the chance to 'pause' and take control over their lives, breaking a destructive cycle that causes both them and their children deep trauma. Pause West Sussex has been live since September

2017 and has 22 women successfully engaged with the programme. West Sussex believes that as a result, 20 babies who would otherwise have been predicted to come into the care system would have remained with their families. Evidence already shows the enhanced impact on children by improving the mothers engagement in their child's adoption proceedings, therefore improving narratives and understanding of their birth histories; often being an intermediary to successful engagement with parents such as final contact, meeting adoptive parents and ensuring letterbox contact is in place.

The ground-breaking Young People at Risk pilot was developed to support the most complex and vulnerable adolescents in West Sussex. Whilst the number of children involved in the pilot was small at 15, it has achieved successful outcomes for a third of the group in reducing missing episodes and for two thirds there was improved placement stability.

MOVING FORWARD

Moving forward the challenges of forging a strong multi-agency working structure at a juncture where funding remains a challenge requires the West Sussex Child Safeguarding Partnership to think innovatively. A resounding message from contributors to the annual report was to recognise resource limitations and focus the new Child Safeguarding Partnership's strategies and resources accordingly to maximise impact and positive outcomes for our Children.

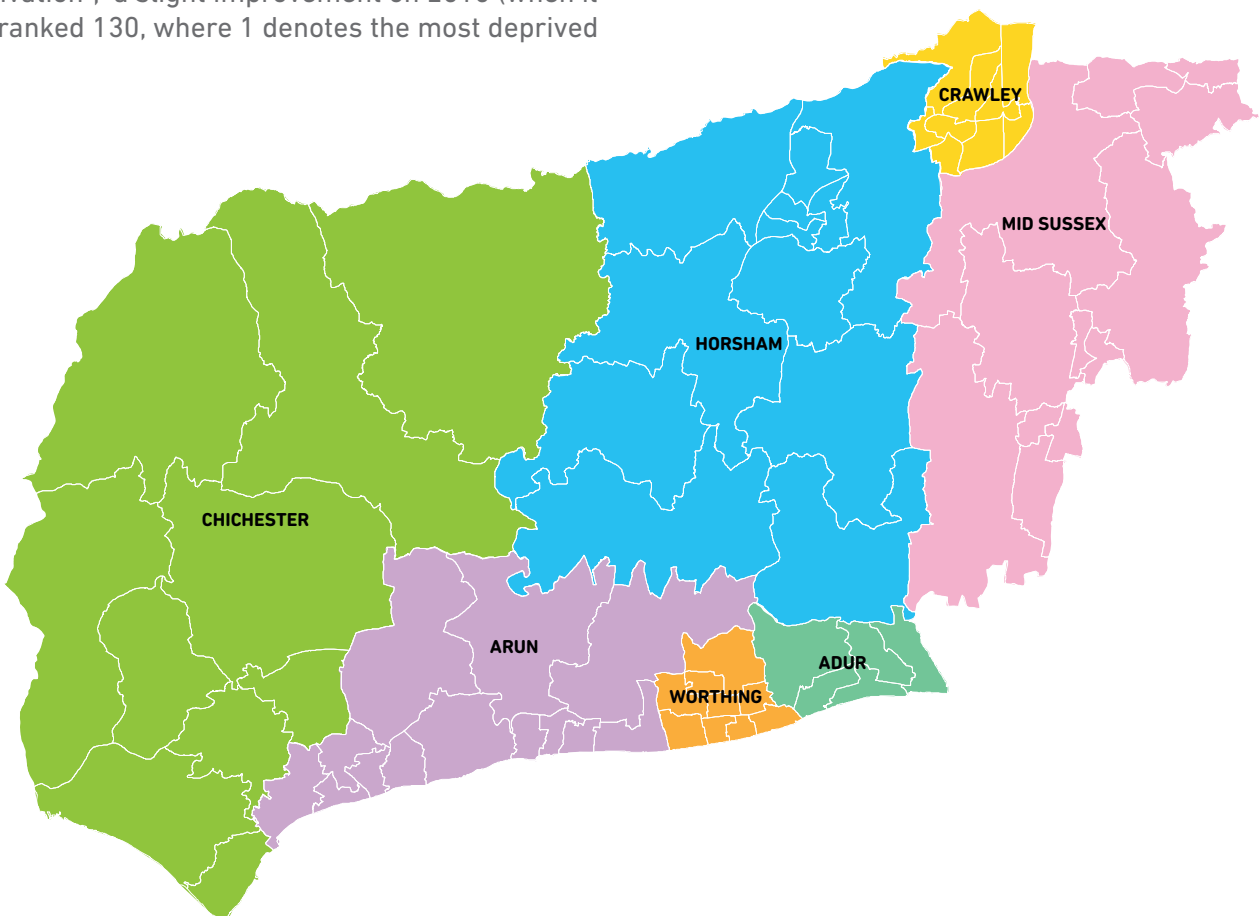
⁴ https://govlab.hks.harvard.edu/files/siblab/files/uk_troubled_families_programme.pdf

About West Sussex

West Sussex is located on the South Coast of England, covering 768 square miles.

The total population for West Sussex is predicted to reach 953,277 people in 2033, an increase of 18%, based on census information (2011). The estimated population in West Sussex in mid-2016 was 843,800 of which there were 171,800 children (0-17 years old) in West Sussex⁶. West Sussex remains one of the least deprived areas of the country, ranked 131 out of 152 upper tier authorities under the Multiple Indices of Deprivation⁷, a slight improvement on 2010 (when it was ranked 130, where 1 denotes the most deprived

area). This compares to Brighton and Hove (74); East Sussex (99) Hampshire (141) and Surrey (150)⁸. 42% of the population and more than half of its businesses are located in rural areas. The majority of people live in Chichester, Crawley, Horsham and Worthing. There are 7 District and Borough areas in West Sussex: Adur, Arun, Chichester, Crawley, Horsham, Mid Sussex and Worthing.



⁶ Office of National Statistics data

⁷ Government statistics which rank deprivation using indices comprised of: income, employment, education, health, crime, barriers to housing and services and living environment.

⁸ West Sussex Joint Strategic Needs Assessment report 2015.

WSSCB priorities: Performance and Progress made

The WSSCB neglect strategy was refreshed and a new multi-agency pilot was developed to work with our most complex adolescents.

The WSSCB commissioned an independent review in December 2017 to look at the Board's progress against its improvement plan following an Ofsted inspection in November 2015. The report provided areas of considerations for the Board. It acknowledged that clear progress had been made in embedding a needs based approach to delivering targeted learning and development. Areas that still required further development included utilising a robust multi-agency data set to inform the Board of progress and understanding the risks and trends impacting the delivery of priority safeguarding areas across the agencies. In addition, multi-agency surveys regarding practitioner's knowledge of Child

Neglect and Child Sexual Abuse identified that further work was needed to embed this work across our agencies. Work via briefings and targeted training offers will continue during 2018-19 to address this.

Learning from a Serious Case Review demonstrated that partners needed to do more to recognise that professional differences may need to have an impartial route via which they could escalate child safeguarding concerns. The Board recognised this, updating and advertising its escalation policy. Work on continuing to promote and test effectiveness of the policy and user confidence in it as a means of resolution will be sought in the next business year.



Continued 

PROGRESS DURING 2017-18

Neglect

The WSSCB Neglect Strategy was refreshed focussing practitioners on the application of Howe's four principles of neglect to deliver a consistent approach across the partnership to recognise neglect of children and young people. The School Designated Safeguarding Lead Network and the School Safeguarding Seminar had specific input around recognising and responding to neglect. Practitioners were supported when working with families by using the Graded Care Profile Tool and Neglect Identification and Measurement Tool (NIMT). The MASH referral form has been updated to give practitioners the opportunity to inform MASH if they have completed a NIMT. Neglect identification was promoted across the IPEH hubs during Safeguarding week in November. A further 10 neglect practitioner training sessions are scheduled during 2018-19. An impact evaluation undertaken by the WSSCB demonstrated that further work is needed to have confidence that the partnership has successfully embedded this work and that it is impacting on outcomes for children and young people and their families. Key areas identified for improvement included: supporting children who had complex health conditions; and ensuring regular communication between the health lead and key worker to ensure both are kept updated on safeguarding concerns and health plans.

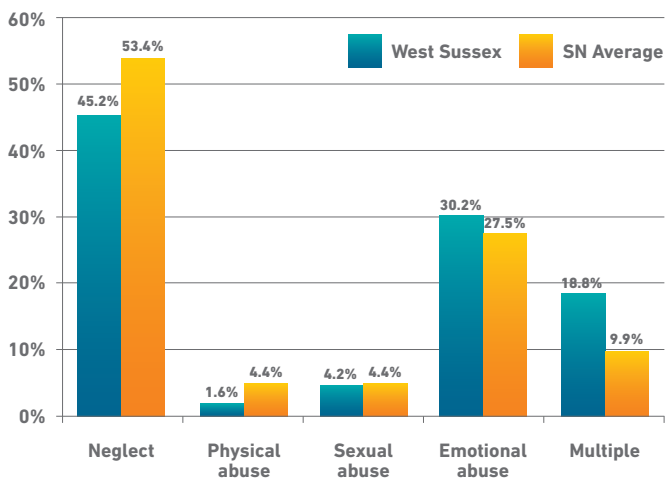
A Pan Sussex Neglect conference held as part of a Pan Sussex Safeguarding Children learning and development week included presentations on the importance of the voice of the child, disguised compliance and local neglect strategies. Feedback from this event was very positive and in particular the impactful presentation by a woman reflecting on her personal experience of extreme neglect as a child.

The number of West Sussex Children on Child Protection Plans where neglect was identified as the primary category of abuse was around 42 %; 8% below that of our statistical comparator neighbours in 2016-17. The latest figures indicate a significant improvement in identification of neglect with more than half of children (55%) on a child protection plan under the category of neglect as of March 2018 which suggests professionals' awareness and appropriate identification of neglect at child protection level has improved. The increase in neglect cases has also been potentially impacted by a change in the way domestic abuse cases were determined. Domestic abuse cases were previously automatically categorised under emotional harm; the definition in Working Together to Safeguard Children (2015) includes "seeing or hearing the ill-treatment of another". Working Together defines neglect as a "failure to protect a child from physical and emotional harm or danger". The Chairs of Child Protection Conferences, known as Child Protection Advisors, focused on the child's actual experience.

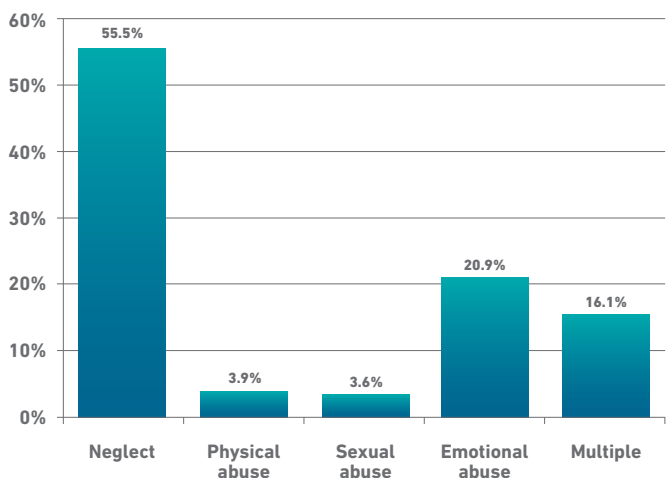
As a result, it is more likely that domestic abuse cases are categorised under neglect. This is supported by the 9.3% reduction in the use of emotional abuse decisions against a 10.3% rise in neglect decisions. It should be noted that domestic abuse cases may also be categorised under physical abuse, if the primary risk appears to be around children getting caught up in violent domestic incidents. There has been an increase of 2.3% in the use of the physical abuse category (“causing physical harm to a child”).

CHILDREN WHO ARE SUBJECTS OF CHILD PROTECTION PLANS BY CATEGORY:

Categories of abuse showing neglect: March 2017



Categories of abuse showing neglect March 2018



(Statistical Neighbour – SN - data not yet available for 2018)

Continued ➔

Child Sexual Abuse, including Child Sexual Exploitation

The WSSCB recognised that work needed to be done to increase practitioner’s confidence in working with children and young people who may be sexually abused. A survey of practitioners confirmed this and work will continue through 2018-19 to offer enhanced learning opportunities via the WSSCB partnership. A Serious Case Review highlighted the pressing need to recognise and respond quickly to Child Exploitation. Therefore, messages to practitioners and the wider community, including the night time economy was promoted throughout 2017-18. Key work undertaken includes the Children Missing and High Risk Adolescents Project, Real Love Rocks and The Night Watch campaign.



Real Love Rocks is a prevention programme that focuses on helping children and young people to think about and discuss relationships, what they are and how to keep happy and safe in them, whether that’s now or in the future. Barnardo’s Charity was commissioned to deliver training to both Primary and Secondary School delegates who in turn would deliver the content of the training to the children in their school with the assistance of the Safeguarding in Education team.

61 delegates from 32 main stream secondary schools and 6 Alternative Provision Colleges attended the training. Barnardo’s will complete age appropriate training to primary schools during 2018-19.

Prevention initiatives include Barnardo’s Nightwatch training, designed to equip workers to report signs of child sexual exploitation, continued during 2017-18. Around 1000 taxi drivers and operators received training to help them spot the signs of exploitation and report concerns to Sussex Police.

Localities looked to strengthen partnership working through a range of activities. An Arun Locality review was undertaken by local partners with particular emphasis on a cohesive response to serious organised crime including cuckooing⁹. The review focussed in addition on Missing Persons/CSE, substance misuse and anti-social behaviour/community cohesion and looked at how to improve safeguarding children and young people approaches in Arun.

Crawley and Mid Sussex Local Partnership Serious and Organised Crime Group ran a seminar for local hoteliers to raise their awareness of specific serious and organised crime activities impacting in the area and of relevance to their industry. The seminar attracted over 50 delegates, of which 26 were representatives of local hotels. Presentations by leading law enforcement agencies both from a national and local perspective included: Modern Slavery, including People Trafficking; Child Sexual Exploitation and Missing Persons.



⁹ Cuckooing is defined as: “Children and young people are used to carry drugs and money, or vulnerable adults have their homes taken over for use as traphouses”. Serious Violence Strategy published by the Home Office in April 2018.

Children Missing and High Risk Adolescents

Quarterly audits of Children who were considered to be at risk of CE were conducted and findings formed part of an action plan which also fed from operational planning to inform the Partnership's Exploitation Strategy.

PILOT STUDY: COMPLEX AND HIGH RISK ADOLESCENTS PROJECT:

CHRA Project outcomes summary 1 April 2018

Cohort (October 2017): ages 13-17, 3 boys and 12 girls



Reduced missing episodes

5 children significant improvement
5 children moderate improvement

Reduced risk of exploitation and sexual abuse

6 children



Improved stability

Placement stability - 10 children
Remained stable at home - 4 children
Returned and stayed home - 1 child



Improved wellbeing

Reduced substance misuse - 3 children
Reduced self harm - 2 children
Improved mental health - 2 children



Significantly reduced cost

2 children



Reduced crime and disorder

3 children



Increased engagement in education

1 child



All children showed SW relationship stability

Prior to project - 1 child already in secure; 2 already in high cost external placement. Since Oct 17-0 children newly admitted to secure accomodation, 1 moved to high cost placement (from secure), 1 child moved out of high cost external placement.

From 1st November 2017 a new approach via a multi-agency pilot led by the Local Authority was developed to work with our most complex adolescents. The purpose of the pilot was to develop a multi-agency practice model that is sustainable, this included co-location of key staff. The model aimed to build confidence in a consistent and reliable workforce and create a shared ethos amongst a consistent multi-agency group. The pilot improved the range and creativity of 'interventions' available; increasing children's participation and empowering them to be involved. The aim of the pilot was also to decrease the anxiety in the professional network in managing the risk in the community by sharing the risks and solutions. The pilot was reviewed in April 2018 and had demonstrated improvements in outcomes for the cohort of 15 children, particularly in relation to achieving stability of their home or placement. There was also a reported increase in confidence in the staff group, evidence of shared plans with more creativity in response to the needs of children.

Safeguarding in Education delivered training to over 50 education establishments in respect of schools' and colleges' statutory responsibilities when a child goes missing from education. Training in this area for schools and colleges will continue on a rolling programme.

Continued

Children and Young People's health and wellbeing, including mental health

The Sussex Partnership Foundation Trust (SPFT) identified the need to have an increased presence in terms of partnership working across all aspects of the WSSCB. In December 2017 the Safeguarding team for Sussex Partnership became operational providing a full time Named Nurse for the West Sussex Locality and an Associate Director of Safeguarding to represent SPFT at a strategic level. These posts are supported by a business manager and are accountable to the Chief Nurse. Key elements of the role of the safeguarding team are:

- To provide clinical consultation and advice to SPFT staff and partners related to safeguarding children and mental health.
- To ensure that SPFT is represented on LSCB Boards and at appropriate sub groups.
- To review and deliver all safeguarding training to ensure it meets the standards set by the intercollegiate document for safeguarding training within healthcare.
- To provide supervision and support related to safeguarding to SPFT staff.

Health services which are commissioned for children through the joint commissioning unit (JCU) are co-designed which entails extensive engagement with stakeholders including children and families. Examples of this are the Local Transformation Plan (LTP) for children and young people's emotional wellbeing in West Sussex and the Healthy Child Programme (HCP) which includes health visiting and school nursing services.

The WSSCB identified that there was a need to examine the multi-agency recognition, response and organisational efficacy in relation to adolescent self-harm. In order to do so, a task and finish group was set up to undertake a review to identify themes, learning and potential recommendations. A self-harm review focussing on children and young people aged 11-18 was commissioned during this year and the Board will seek to act on its findings during 2018-19.

Other examples of work to promote the health and wellbeing of our children included "Five Ways to Wellbeing" developed by Chichester District Council for children in years five and six, teaching five key skills for improving mental health

resilience, safe friendships and on line safety. Our Districts and Boroughs across the county delivered Anti-Social Behaviour interventions to make our communities safer for children and facilitated the Vulnerable Young People's forum in Horsham. A Safeguarding Seminar for schools delivered workshops on neglect, high risk adolescents and emotional wellbeing. The Horsham District Antisocial Behaviour team endeavours to address antisocial behaviour through a range of interventions including 1-1 support meetings and Acceptable Behaviour Contracts with Young People who are involved in antisocial behaviour. The team also run an Understanding Teenage Behaviour Course for Parents and set up a Vulnerable Young People's Professional Multi-agency Forum in conjunction with Sussex Police's Youth Prevention Team and Missing Persons Team, Change Grow Live and IPEH. There is a focus on offering support and reducing harm to Young People involved in specific Anti-Social Behaviour and potential exploitation. Over 100 delegates participated in a key note event at the seminar which looked at the various ways in which schools and colleges could support children in this area.

The Education and Skills Safeguarding in Education team support schools, via a Designated Safeguarding Leads network, to develop practice around supporting pupils at risk of harm. This work has produced key guidance and ways of working to support all pupils in settings to be supported emotionally at critical times. Processes are underway to deliver a West Sussex Safeguarding Curriculum for universal provision in schools and will provide various educational settings with a toolkit to create a "needs led" bespoke curriculum which will be in place by the onset of the statutory curriculum status for these areas in September 2020. It will cover 4 key areas: Relationship and Sex Education (RSE); Digital and Media Literacy; Emotional Health and Wellbeing (EHWB) and Physical Health and Wellbeing. The foundations have been laid during 2017-18 for the next academic year of 2018-19 where Education and Skills (the Safeguarding in Education team) will lead on the National Certification PSHE CPD programmes. Up to 15 delegates will undertake a Roehampton University qualification to develop practice within their setting evidencing positive outcomes for the pupils in RSE, EHWB, Safety and Exploitation.

Keeping Children and Young People Safe and Well

Engagement, Training and Awareness.

Agencies across West Sussex used innovative approaches to delivering targeted training and awareness raising strategies and campaigns adopting creative and ground breaking methods to improve safeguarding for West Sussex Children. This included raising awareness of safeguarding issues to children and their families, including e.g. grandparents (around online safety) as well as workshops and training in schools and the community.

Early Help work

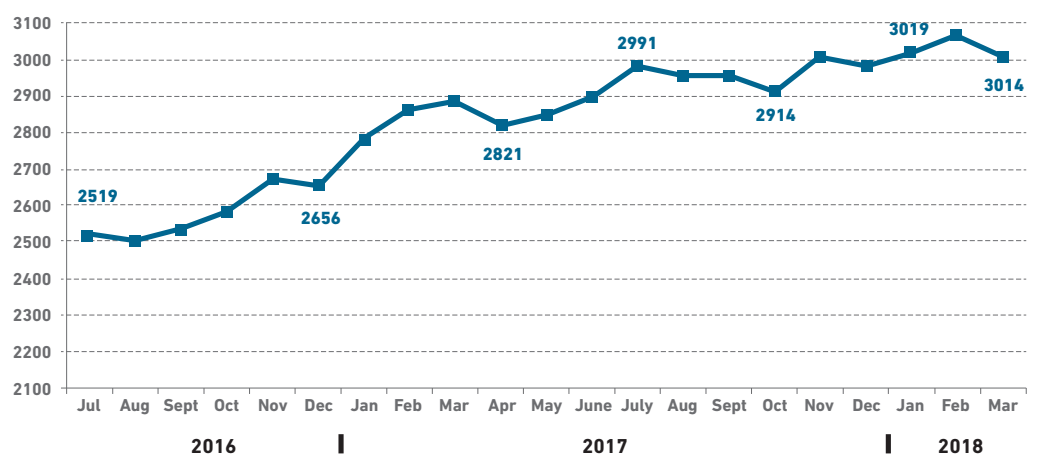
Integrated Prevention and Earliest Help (IPEH) services are where a “whole family” approach is used to ensure that a child’s needs and welfare are met and maintained. It is based on the premise “What is good about being a child, or young person growing up in West Sussex?”

From there IPEH’s ethos is about what can be done “to make the biggest positive difference to those who need our help the most and sustain wellbeing for those who are doing well”.

IPEH aims to develop strong local partnerships to support families in their communities and make sure they have the capacity to deliver an early help response. IPEH recently co-located services to deliver a more integrated ‘front door’ approach. The Safeguarding in Education team facilitated learning events for schools and colleges to introduce the new IPEH system and how to access their local hub. The model WSCC child protection and safeguarding policy clearly outlines the expectation for schools and colleges in this area and devotes a section on how schools could access early help and their local hub.

Open (Live) EH Cases

A snapshot of Open (Live) cases is detailed in this graph which shows an overall upward trajectory, peaking at 3019 Open cases in January 2018. A comparison for July 2016 and July 2017 indicates that there is a year on year increase of 18% of open cases.



Continued

Agenda Item 8

Appendix 1

The Sussex Community Foundation Trust Health Visiting and School Nursing service continue to be a key member of the IPEH offer across West Sussex. This includes offering at least a Universal health visiting service of 5 core visits to all families with new babies across West Sussex. This helps to identify vulnerable families and children at risk and ensure early intervention for concerns raised.

Assist is a leading edge App delivering health advice and putting customers easily in touch with health professionals. This was recognised at national level, West Sussex's drive to deliver better long term outcomes in conjunction with the Government's 1001 Critical Days Manifesto – concerning the critical first phase of a child's life from conception.

IPEH | REACHING OUT IN WEST SUSSEX

A reinvigorated digital IPEH offer is in place so that rapid and up to date information and guidance is accessible to children and young people and their families. There is significant uplift in figures over the past year:



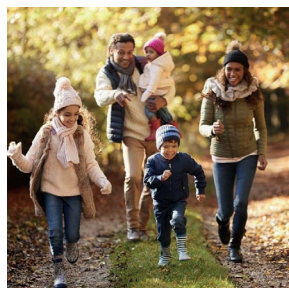
TWITTER
224,700
HAVE SEEN IPEH TWEETS

FACEBOOK

FAMILY
INFORMATION
SERVICE

2,845
FOLLOWERS

HUB
8,670
FOLLOWERS



PAGE VIEWS

IN 2017

FAMILY
INFORMATION
SERVICE

60,488

PAGE VIEWS

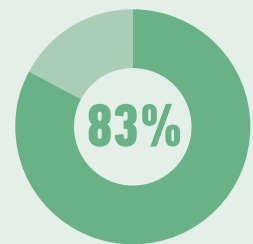
IN 11 MONTHS



144,650

Early Help – a snapshot where interventions are making a difference

The 'distance travelled' tool (DTT) is used to measure impact of interventions. For those families where two assessments have been completed, 83% of cases recorded in 2017-18.



SUPERVISED CONTACT

In the first year of IPEH taking on this service,

9,826

CONTACTS TOOK PLACE
AN INCREASE OF

20.5%



83%

Increase in the number of eligible 2 year olds talking up their free entitlement for early education: now 83% and above the national average demonstrating that IPEH is engaging with its most vulnerable young children to give them the very best educational start in life.

Prevent Awareness

Prevent is about safeguarding children and their families as well as their wider communities from the threat of terrorism.

WSCC provided free training for all 276 schools in West Sussex; 78% of schools attended, 349 participants comprised of senior leaders and chairs of governors between 2016 and March 2018. Bespoke sessions have been created to meet the needs of various internal and external services that support children and young people within West Sussex. Other initiatives included a **Prevent Video** for young people hosted on **YourSpace** co-produced with the youth cabinet informed by research with young people – including young carer groups, schools students and unaccompanied asylum seekers.

Webpages were created on West Sussex Services for Schools to provide support and advice. Primary and Secondary school assemblies were used on Internet Safety day to raise children's understanding of the aims of Prevent. A school's Prevent toolkit is under development which will include advice, guidance, resources, session plan ideas and activities for use within schools which support teaching staff to be confident discussing and developing the key elements of the Prevent agenda. During 2018-19 an Education Officer will be appointed to support schools.

The number of Prevent sessions delivered which provided delegates with an overview of the Prevent agenda are shown at table 1. Bespoke sessions delivered are shown at table 2. The sessions to foster carers and Early years Staff are in addition to the overview training provision at Table 1.

TABLE 1

Learning and Development Courses

(Prevention of violent extremism and radicalisation course open to all internal WSCC staff and partners)

Delegate Area	14/15	15/16	16/17	17/18	Totals
Foster Carers	0	2	14	36	52
Children Services Staff	44	67	157	259	529
School	0	45	10	26	77
Nursery	0	22	10	1	33
Governors	0	2	4	32	28

TABLE 2

Bespoke Training 2017/18

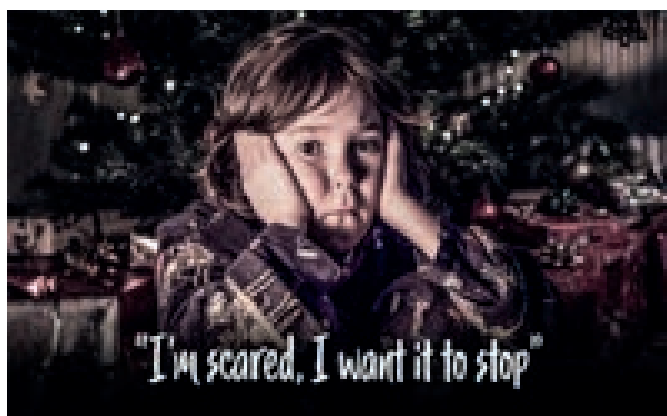
(until and including 26/02/18)

Recipients	No. delegates	No. sessions
Early Years setting staff	176	11
Foster Carers	37	2
MASH Staff	31 (Tuesday session to add)	45
School Governors	19	3
Trainee Teacher (Chichester University)	3	152
Youth Services - Total		
Crawley FC - Kicks programme young coaches	14	1
Leaving Care Service	14	1
Youth Offending Team	34	3
Seaside Children's Home	6	1
Safeguarding Week (for internal and external services working with children and young people)	32	4
Schools/Nursery - in-house training - Total	97	2
Bewbush Nursery	17	1
Pound Hill Infant Academy	14	1

Continued 

Cgl (Change, Grow Live)

A charity with expertise in areas including substance misuse and providing support for children, young people and their families, Cgl monitor and review safeguarding issues which affect service users, finding that 51.3% of the Under 25s Drug and Alcohol service users were deemed as having safeguarding issues (the majority of these will be the child/young person). 29.3% of the over 25s service were similarly identified (the majority of this cohort were parents with children who needed safeguarding). Cgl were commissioned in October 2017 to run a therapeutic service for children affected by parental substance use, with the aim of improving emotional wellbeing. This service has seen a steady flow of referrals in and has already achieved encouraging outcomes. The project currently runs to October 2018 and progress will be reported in the 2018-19 annual report.



Operation Encompass

Operation Encompass was piloted by Sussex Police, assisted by the Safeguarding in Education Team, in the Crawley area between November and December 2017 to improve the flow of information about domestic abuse between police and schools. This pilot was aimed at school aged children, and required officers to complete a SCARF (Single Combined assessment of Risk Form) including the details of any child present or ordinarily residing at the premise for every domestic abuse incident attended. The officer completed an Operation Encompass referral, sending it to the appropriate school by 9am the following day. The pilot successfully shared 128 SCARF referrals to schools when a child came to notice, enabling the respective school/educational establishment to put localised safeguarding in place. Overall, feedback received from West Sussex schools was positive, enabling teachers

to initiate additional safeguarding and support to children identified at the earliest opportunity. Following the successful pilot, this initiative has been rolled out across West Sussex as a permanent approach. It is intended that the operation will be implemented across Brighton and Hove and East Sussex in the near future demonstrating the benefits of sharing good practice across Sussex.

Wiki app

This app was launched for young people with special education needs and disabilities, to help them to access participation opportunities. The WiKi pilot is used by the CHOICE team to support interactive care planning for children with complex communication needs. The Disability Services team implemented development work following listening events; learning from events were disseminated through teams, and supported in relation to developing better practice informed by feedback. The events offered fun activities for disabled children, their parents, carers and Personal Advisers (PAs), while also seeking views on what is working well and what they would like to be different in the way we work with them. We learned that children wanted to know their allocated workers better and have their workers know them better and also to communicate better together. From this, we developed a range of documents for use with children's assessments and reviews, 'my views' forms individualised for interests with colourful pictures and simple text, also child profile and worker profile templates similarly themed, and pre-review and post-review forms with symbols and pictures. All of the learning and development linked to these events has been shared more widely with the Disability teams and templates and information made available for all to use. These templates have also been recently adapted for use with the new Lifelong Services My Plan.

Barnardo's

The charity delivered two 10 week youth programmes in the Crawley area for 12 to 18 year old young people with disabilities. The aim of the programme was to give families and young people a short break and also have positive outcomes for those young people who are learning independent living skills such as "Big Cook", "Money Matters" and "R U Safe" themes. Barnardo's consulted with young people accessing their existing services in Surrey which led to these thematic choices because the project was completely new to West Sussex.

Springboard

The charity reported that it continued to promote an organisational culture of safeguarding as the highest priority and to ensure that disabled children's safeguarding vulnerability is recognised. Springboard highlighted areas which needed additional focus including the increased vulnerability of their user group with learning difficulties. For example in the area of social media and on line presence, the user group may not recognise how people portray themselves and interact on line, may not match who they really are i.e. the online persona is very different from the actual persona. Springboard worked on upskilling its team and volunteer team to be alert to concerns and report/comment promptly; and identified a gap in training for parents to empower them to support their children in being safe on-line.

Districts and Borough Councils

A variety of community based initiatives were run by our Districts and Borough Councils. Almost 1200 Children from 33 schools across the Horsham district took part in eight interactive sessions and learnt about various aspects of keeping themselves and others safe, as well as the importance of being good citizens in the community. Sessions included Online Safety (WSCC), Stranger Danger (Sussex police), and Insecure v Secure home (Junior Neighbourhood Watch). "Five Ways to Wellbeing" was developed for Year 5/6 children, targeted at schools in the Chichester area. 5 key skills for improving mental resilience, the content specifically covers safe friendships with specific reference to online safety. Support for families included "understanding teenage behaviour" courses for parents three times a year which offers an educational package to support parenting and has specific elements in relation to on-line safety, vulnerability and keeping young people safe.

MOMO One

MIND OF MY OWN



MOMO (Mind of My Own) is a Communication app for looked after children and young people aged 10-17 years. The app allows young people to easily express their views and be heard. They can use the app on their own device or they can share the worker's device when meeting with them. They are introduced to MOMO by their social care professional at the appropriate time. The app in West Sussex was recognised by MOMO as one of the 'Most Improved' and also 'Highly Commended' for being the Most Creative with their communication approaches when promoting the app. The team involved have been working really hard to get young people and professionals using the app for gaining the voice of children in care. Watch a video of the app in action.

Continued 

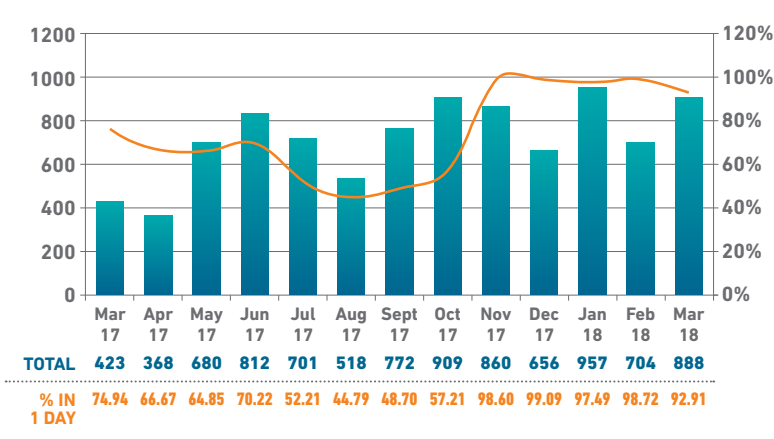
Prevention Youth Officer (PYO)

The PYO role was launched by Sussex Police on the 6th November 2017, with prior induction training delivered to all PYO's in September 2017. This re-designed role is integral to successful early intervention. There are 20 PYOs embedded within Local Prevent Teams across 6 hubs in Sussex. Their emphasis is safeguarding and focusing on the vulnerability of children, ensuring that we assess issues based on threat, harm and risk. PYOs ensure a consistent approach, they advise on school related incidents, safeguarding within schools and build relationships with children's homes. This engagement allows PYOs to reinforce the protocol "To reduce the criminalisation of children in care" and encourages children's home staff to manage low level criminal behaviour in house. PYO's attend school safeguarding lead meetings allowing good communication around working processes and updates in both directions. First Time Entrants (FTE) to the Youth Justice System have fallen to 129 (actual number) this year compared to 164 last year - a 21% drop; this also significantly surpasses equivalent national and regional standards; Local rates of reoffending have fallen - only 22% of those offending in 2016-17 went on to reoffend in the next 12 months (excluding post 18 offending); full comparative data is still being developed, but again the West Sussex position compares favourably with our South East and national comparators.

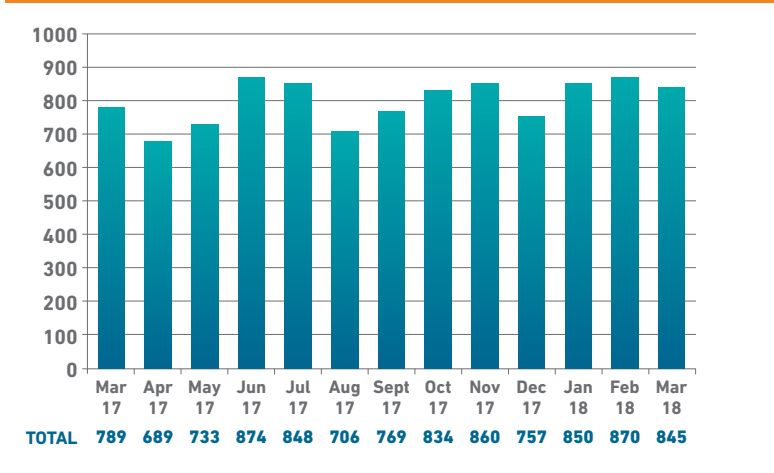
Multi-Agency Safeguarding Hub (MASH)

The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all safeguarding concerns regarding children and young people in West Sussex and provides a multi-agency forum for decision making related to the Threshold of Need. This reporting period saw an upward trajectory of referrals in the MASH with Jan 2018's peak (957 referrals) more than 2.5 times that of March 2017 (368). Reorganisation of administration systems led to an improvement in the timelines of processing referrals into the MASH. The number of Child and Family Assessments (CFAs) rose sharply, peaking in June 2017 and since then stabilising to between 760 to 870 referrals per month. The timeliness of Child and Family Assessment improved significantly: in January 2018 82.8% of assessments were completed on time compared to 73% in January 2017 (81.3% in July 2017). The activity around timeliness of CFAs has been part of an Assessment and Intervention drive where Team Led Transformation work focussed practitioners on ensuring that Children's Social Care (CSC) is not remaining involved with families without clear reason and purpose; and that assessments are undertaken with pace (20 day assessment and 'What if?' safety planning). Re-referral rates remain low and below that of statistical neighbours which indicates appropriate response to need.

Volume of referrals and timelines in 1 working day



Number of C&FA completed





Progress made during this reporting period included securing funding to support the recruitment of 2 full time specialist Nurses for the MASH, funded by the CCGs and hosted by the Sussex Community Foundation Trust (SCFT). Following a successful pilot, funding was agreed to support the continuation of a CSE specialist nurse function through recruitment to a 0.8 substantive Deputy Designated Nurse for safeguarding children in West Sussex. The post holder will continue the operational, tactical and strategic work in co-ordinating the health response to children and young people most at risk of abuse through exploitation. A pilot project led by **DRIVE**¹⁰, located within the MASH, is working with perpetrators of domestic abuse to fundamentally change perpetrator behaviour with the objective of making victims and families safe. Work with the WSSCB and local authority in response to the focused Ofsted inspection of West Sussex MASH in March 2018 resulted in an increased focus on collaboration with multi-agency colleagues and health providers to improve compliance with health engagement at strategy meetings, including the development of pathways to support engagement. 94% of all domestic abuse, stalking or honour-based violence (DASH) risk assessments with children living in the household had separate safety plans in place which included a personal development plan, encompassing a child's safety, care and developmental needs.

The Local Authority Designated Officer (LADO)

LADO provides advice and support to staff across our agencies to look at concerns raised about any practitioner who works with children and young people. The LADO seeks to ensure that agencies are able to provide a consistent, reasonable and proportionate response to concerns raised about their staff, in line with statutory requirements. During 2017-18 the LADO received 126 allegations across more than 14 settings categories. This is down slightly on 2016-17 (131 allegations received). Of these 54% were allegations of physical harm. There was an awareness raising campaign during 2017-18. This has seen the number of LADO consultations (whereby agencies seek clarity and advice from the LADO as to the actions they should consider taking) increase more than 2 fold from 191 consultations in 2016-17 to 425 during 2017-18.

Children in Need of Protection

Where a child is considered to be at risk from or to have suffered significant harm and consequently been made the subject of a child protection case conference, a plan to support the child/ren and their family to keep the child/ren safe and prevent them from suffering from further harm, as well as promoting the child's health welfare and development, must be put into place.

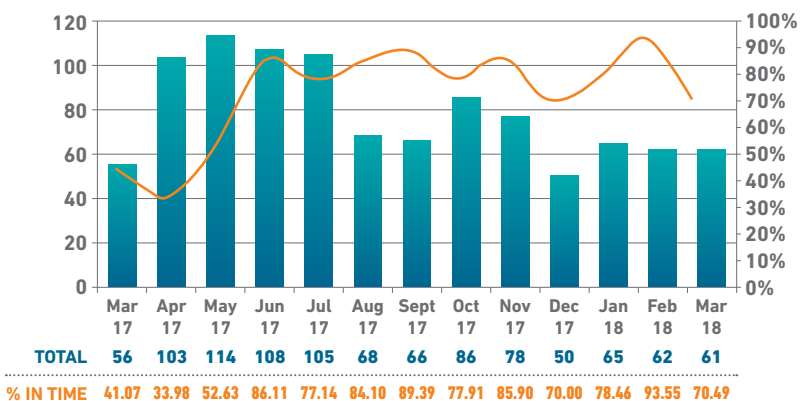
¹⁰ The Drive Partnership is made up of Respect, SafeLives and Social Finance. The pilot programmes will be delivered in Essex, South Wales and West Sussex. It is funded by Lloyds Bank Foundation for England and Wales, Tudor Trust and the Police and Crime Commissioners in all three areas. The project has also benefited from local authority support

Agenda Item 8

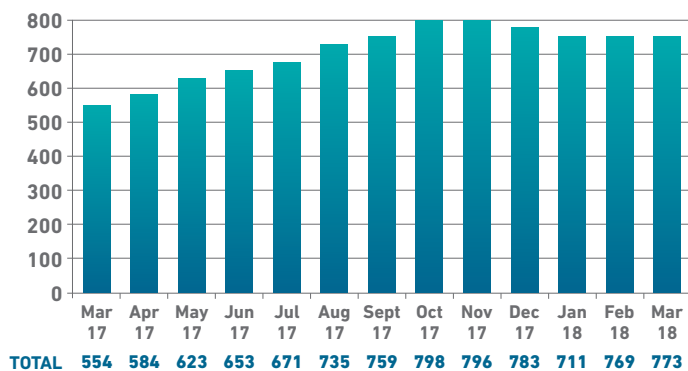
Appendix 1

Timeliness of child protection conferences is improving, ensuring that children who meet the threshold for being discussed at conference occurs at pace: 93.55% were completed within target times by February 2018. There was a reduction in the number of Child Protection (CP) Plans which were in place for more than 2 years, (0.9% in January 2018 compared to 1.9% in April 2017), ensuring that there is a lack of drift for children on CP Plans; and the work undertaken with them is meaningful. There was a reduction in the use of Parent and Child placements as a result of improved care planning (11 placements in March 2018 compared to 17 placements in April 2017). The Healthy Child Programme (HCP- Health Visiting and School Nursing) are key members of the Child Protection (CP) process and prioritise attendance at CP Case Conferences and Core Groups above other elements of their workload. The number of Child to Notice Forms submitted by Sussex Police has increased 15% from 2016 -17.

Volume of ICPC's and % completed in 15 working days



Number of Children on CPP



The National Probation Service (NPS)

Whilst the NPS do not work directly with children they seek to safeguard children in potentially high risk situations. Quality assurance work focussed on the quality of NPS assessments and risk management plans (RMP). NPS reported having evidenced a significant uplift in RMP quality over the second half of the year, with robust response actions in place to manage trigger signs identified. NPS raised with its practitioners the importance of identifying potential concerns regarding neglect of children. This is highlighted through good practice around home visits and to employ professional curiosity when undertaking such visits, as well as discussion and observations of offenders in direct one to one supervision and group work sessions. NPS also contributed towards tackling CSA, Missing and High Risk Adolescents through our co-ordination work in the MAPPA process, via its Serious Organised Crime team, and via multi-agency partnership working with Sussex Police and West Sussex YOS.

Border Force Gatwick – working to safeguard vulnerable children

Border Force Gatwick has a dedicated safeguarding children team who operate in conjunction with the police and children’s social care to protect children and their families arriving and departing the UK. Examples of safeguarding work during this year included preventing a male adult from entering the UK to meet a 14 year old child he had groomed on line from overseas. Safeguarding children at risk of Female Genital Mutilation (FGM), a complex illegal and concealed practice, is particularly challenging.

Female Genital Mutilation (FGM) awareness training jointly delivered by Rape Crisis Surrey and Sussex and Sussex Police was provided to 20 Gatwick Border Force Officers to increase awareness of FGM prior to the school summer holidays, which is recognised as a time of increased risk to children. Sussex Police with Border Force Gatwick and West Sussex children’s social care led Operation Limelight to raise awareness of FGM resulting in the identification by a Border Force officer of a child traveling into the UK exhibiting potential “at risk of” FGM indicators. Border Force plan to continue further campaigns during 2018-19.



FGM awareness day at Gatwick Airport

Risk Assessments for FGM: West Sussex Children and Young People (data provided by the Clinical Commissioning Groups)

Where FGM is reported or observed risk assessments are undertaken using the risk assessment forms which were developed by the Designated Nurses and are available on the Pan Sussex Procedures then either reported due to mandatory reporting or referred to CSC where a risk is identified. A total of 22 mandatory reports and risk assessments were reported to have been conducted by health providers during 2017-18.

Q1 April – June 2017	2	2 SCFT, ¹¹ mandatory reporting and referral to CSC
Q2 July – Sept 2017	3	3 WSHT, risk assessments over 18 years
Q3 Oct – end Dec 2017	10	6 SASH, risk assessments over 18 years 1 SASH, under 18 years (referral and mandatory report) 1 WSHT, risk assessment over 18 years
Q4 January-March 2018	7	3 SASH, risk assessments over 18 years 1 SASH, risk assessment under 18 years 2 SASH, mandatory reports with referrals to CSC. 1 WHST, risk assessment over 18 years

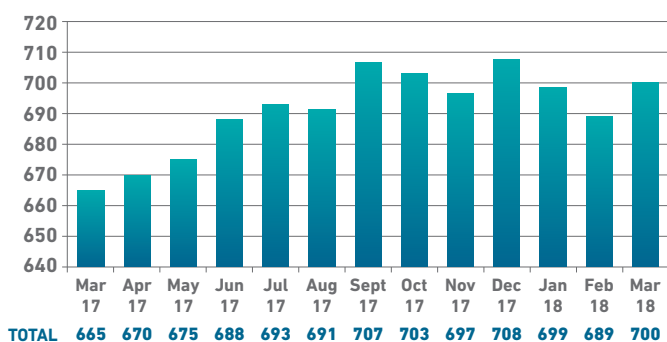
¹¹ CFT: Sussex Community NHS Foundation Trust; SASH: Surrey and Sussex healthcare NHS Trust; WSHT: Western Sussex Hospitals NHS Foundation Trust



Children who are looked after (CLA)

The children looked after population for 2017-18 has ranged from 665 to just over 700 (year-end figure was 704). This compares to 640 at the end of 2015-16 and 665 at the end of 2016-17. Mental health and wellbeing support for Children Looked After (CLA) waiting times for assessment and intervention were in line with a 4 week NHS target, ensuring that looked after children within West Sussex are receiving timely interventions regarding their emotional wellbeing needs. Effective and efficient recruitment of foster carers (an additional 32 foster carers were recruited during 2017-18) has enabled West Sussex Local Authority to offer a range of placements e.g. parent/child, Unaccompanied Asylum Seeking Children and Young People. This approach ensures that if children or young people do need to become accommodated, that there are more opportunities to match placements to the child's needs.

Number of CLA Children



The Children in Care Council (CiCC) offers young people the opportunity to share experiences, meet professionals and contribute to service design. Working with a range of services and partners, such as The Corporate Parenting Panel, Social Care and Service Heads. CiCC represents the voice of CLA young people. Achievements during the year included:

- CiCC representation at the Children's Minister event in London, sharing experiences of foster care
- Young Inspector's work - Young people inspected Crawley FinditOut centre, producing a report of recommendations.
- Co-design and delivery of 'Exceptional People in Care' (EPIC). The EPIC, 'Exceptional People in Care' awards at Butlins, Bognor Regis, hosted 408 people at the largest ever recognition of Looked After and Care Leavers in the County.
- Care Leavers Week provided an opportunity to share positive stories about care leavers and their achievements; this included a highly praised exhibition of photographs taken by a care leaver and reflecting on the life experiences of other young people in care.

Serious Case Reviews and the Child Death Overview Panel

Learning from Serious Case Reviews

A statutory function of Local Safeguarding Children Board is to undertake reviews where:

- (a) Abuse or neglect is known or suspected; and
- (b) Either – (i) the child has died; or (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their board partners or other relevant persons have worked together to safeguard the child.

The period of this report saw five Serious Case Reviews (SCRs) finalised and a further three new cases commissioned which are expected to be completed during 2018-19. The WSSCB facilitated focussed practitioner learning, in a supportive environment led by independent reviewers, commissioned to provide an objective assessment of learning to be derived from highly complex and challenging circumstances. Examples of additional support for professionals included targeted learning activity and the introduction of focussed briefing information slides. Good practice such as positive multi-agency working relationships were also highlighted during the SCR process such as effective working relationships between the child/ren's social work team and the mental health team.

The WSSCB supported a co-ordinated multi-agency professionals learning day, arising from a serious case review which focussed on child sexual exploitation. 170 delegates attended the event which was hosted at a local school. Key learning included: raising community awareness of child sexual exploitation and the strengthening of our escalation policies using the WSSCB as an

independent conduit to facilitate a tiered escalation process. In practice this enables a practitioner with unresolved safeguarding concerns to have a means to challenge a decision whereby they believe that a child safeguarding concern they raised has not been effectively addressed.

Key themes that have been identified from our serious case reviews undertaken during this period include:

- Engaging with families/communities that are hard to reach or seen as different from the local, generalised population.
- Considering the vulnerabilities of women who are pregnant, including immediately after birth.
- The importance of knowing your organisations' processes in relation to working with other agencies.

Demonstrating that SCR learning is embedded and ultimately resulted in sustained improved practice remained a challenge. Tracking of multi-agency progress against SCR action plans was driven by the Quality Assurance Group and support from the Improving Practice Group. Feedback from our partners about SCR learning has been positive for example the Sussex Community Foundation Trust (SCFT) reports that "The WSSCB provides a range of useful training sessions which SCFT staff are alerted to. The SCR process has been a positive, learning experience for the Children's Workforce over the last 12 months and the WSSCB should be commended for this."

Continued 

West Sussex Child Death Overview Panel

All children in England that die aged under 18 years will have their death reviewed by a multi-agency team of professionals from Health, Emergency Services, Local Authority Children's Services, Education, Coronial Services and Public Health. This has been a statutory requirement since 2008. The West Sussex Child Death Overview Panel (CDOP) is committed to:

- Identifying what we can learn from each child death and what actions we can take to help prevent future deaths
- Sharing our learning with professionals and colleagues both locally and nationally and learning lessons from the experiences of other CDOPs and professional bodies
- Getting messages out to the wider public audience when risks and modifiable factors are identified and the general public need to be made aware.

What have we learnt in 2017-18?

There have been 48 child deaths reported in 2017- 18. These have shown us that:

- There were more male deaths (62%) than female deaths (38%)
- The greatest number of child deaths occur within the first 4 weeks of life (42%)
- 38% of the child deaths were classified as "unexpected"

There have been 33 deaths of West Sussex children reviewed by the West Sussex CDOP in 2017-18 and we have learnt that:

- 30% of those deaths had modifiable factors¹² identified (national figure for 2016-2017 was 27%)
- The largest numbers of child deaths were related to perinatal/neonatal events (38%)
- 21% of child deaths were categorised as "Malignancy" (Cancer related illnesses)
- There have been no suicide related deaths reviewed in 2017-18 but the Panel recognises that these deaths are increasing in number nationally and therefore the prevention of suicide in young people will remain a key priority for its future work.

What have we achieved in 2017-18?

- Stronger links and information sharing has been achieved across Sussex to improve practices.

All Sussex CDOPs are now managed by a single Pan Sussex CDOP Officer and a new Pan Sussex Suicide Prevention Group was started.

- A lot of information needs to be collected from a wide range of agencies before a child death is brought to panel for review. This has been done in a much more timely way in 2017-2018 with 82% of child deaths being reviewed within 7 months (48% nationally).
- The active promotion of safer sleep messages by the Panel and its partners and via LSCB training programmes has resulted in a 100% reduction in modifiable factors relating to sleeping practice being identified during child death reviews over the last 4 years, with it not being identified in any reviews in 2017-2018.
- Support for bereaved families continues to be a strength despite ongoing resourcing issues. This is made possible by an active West Sussex Bereavement Forum, the CONI (Care of Next Infant) programme and a dedicated and trained Bereavement Counsellor who is a central figure within our Rapid Response Team.

What do we want to achieve in 2018-2019?

The way in which child death reviews are conducted is changing and we are currently waiting for the new "Child Death Reviews Statutory Guidance" to be published by the Government. The location of a child death will, in future, determine where the death is reviewed and by whom and so in 2017-2018, as part of our transition planning, West Sussex conducted a review of the location of child deaths over the previous 3 years. The results showed us that in that period:

- 34% of West Sussex Children died within a Sussex based Hospital
- 36% of West Sussex Children died within a hospital outside of Sussex
- 30% of West Sussex children died outside of a hospital based environment

During 2018-2019 we will be developing and implementing our transition plans to ensure that child death reviews in West Sussex continue to be robust, timely, meaningful and able to meet the new statutory requirements.

The Panel and its partners will continue to actively promote the risks that are identified during our child death reviews and search for ways in which these can be minimised in order to prevent the future deaths of children here in West Sussex.

¹¹ Modifiable Factors: are the factors that are identified during the child death reviews, factors which may have contributed in some way to the deaths but which, with appropriate local or national actions, could be modified in a way that would help to prevent future child deaths. The West Sussex CDOP works hard to reduce modifiable factors it has identified during the review of child deaths such as; smoking by the mother during pregnancy, keeping children safe in the water, choking hazards and ensuring that babies are sleeping in a safe environment.

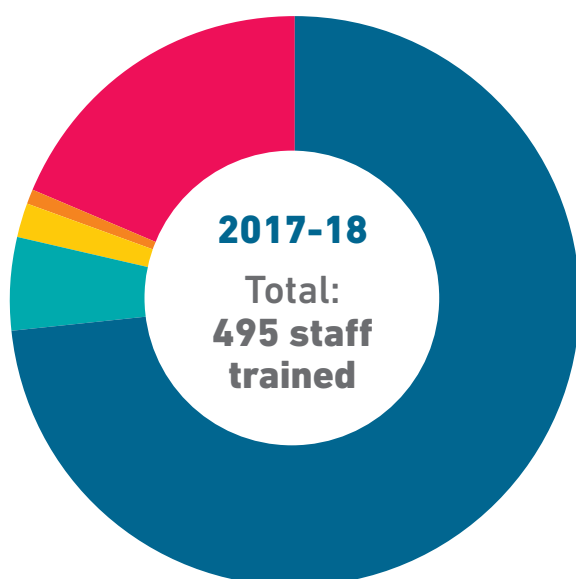
Improving Practice, Learning and Staff Development

The WSSCB team has a dedicated Learning and Development Officer (LDO) whose role is to promote Learning and Development across the partnership.

WSSCB training needs analysis, in conjunction with delivering on the WSSCB Business Plan's key priority work strands, informed learning and development priorities; in addition to embedding learning from serious case reviews across the wider workforce. The LDO delivered classroom based child safeguarding training. The Core training offer was expanded during the year. A review of efficiencies as part of the trainer offer resulted in the introduction of a half day Working Together to Safeguard Children Refresher training, mid-way through the business year and was received positively by partners. Delegates said that a half day refresher was sufficient (previously the training was a repeat of the 1 day training course). There are currently 8 trainers in the WSSCB training

pool; sourced from our Health Service providers and Local Authority partners. During 2018-19 the Learning and Development officer is looking to extend the training offer to include specialist service providers from e.g. the Community and Voluntary Sector. This will enable more dates to be offered for general safeguarding training as well as new targeted training programmes to be developed and delivered. The LDO sourced training venues and trainers free of charge.

62% of core training recipients were from WSCC whilst police represented less than 1% of this total cohort. Ensuring greater future uptake of training by key partner agencies remains both a challenge and a priority for the Safeguarding Partnership.



Attendance at WSSCB core training by agency

- WSCC 309
- HEALTH 22
- CVS 9
- POLICE 3
- EDUCATION 78

Continued



Safeguarding week: key themes from returned evaluations

- **BETTER UNDERSTANDING OF MASH REFERRAL PROCESS 20**
- **BETTER UNDERSTANDING OF IPEH SERVICE 25**
- **THE ROLE OF LADO AND REFERRAL PROCESS 12**
- **SUPPORT AVAILABLE TO PROFESSIONALS 16**

The West Sussex Safeguarding Children Board, the West Sussex Safeguarding Adults Board and the Safer West Sussex Partnership joined forces to deliver a week of safeguarding learning events. The key purpose of these was to provide a range of learning and development opportunities for staff and volunteers working with adults at risk and children in West Sussex, aimed at improving their safeguarding knowledge, skills and understanding, and promoting joint working. The six IPEH hub multi-agency safeguarding awareness days were attended by 439 professionals from a wide range of agencies. These included WSCC, Health Partnership colleagues, Education, Districts and Boroughs, the Community and Voluntary and Sector and Sussex Police.

The Designated, Deputy Designated Nurse and the Specialist Nurse for CSE, Specialist and Named



colleagues from Health providers also engaged with safeguarding week co-delivering 18 training sessions over six days. The CSE nurse delivered bespoke sessions to GP practices, foster carers and to Chestnut Tree Hospice staff. The Designated Doctor also delivered specialist multi-agency training sessions on Fabricated and Induced Illness and perplexing cases across Sussex. Additional safeguarding children sessions were also delivered by the Deputy Designated Nurse to support pre-registered GPs in the CMEC at St Richard's Hospital and Worthing Hospital. The SCFT safeguarding children team worked closely with IPEH colleagues as part of safeguarding week in November 2017, delivering several training sessions and workshops on behalf of the partnership.

Safeguarding week was evaluated as highly successful, demonstrating partnership in action, increasing multi-agency understanding and breaking down organisational barriers to safeguard children. The feedback from these events identified key learning that took place, including a better understanding of the MASH referral process, the role of the LADO and the IPEH service. Attendees also found the range of services identified during the presentations and market place useful as they were previously unaware of the extent of the offer made by service providers.

2017-18 saw an increase WSSCB led targeted Practice Improvement work to raise awareness of safeguarding topics. Practice Improvement priorities were derived primarily from the Board's strategic priorities and Serious Case Review learning.

These included:

- WSSCB Monthly Email Bulletins which highlight safeguarding children information, including training and development offers and signposting to subject specific and seasonal safeguarding information, consultations and legislative changes. There were 424 subscribers/recipients to the monthly newsletter as of March 2018.
- Special Bulletins, briefing slides and learning handouts, including SCR briefings and handouts were disseminated to support practitioners and target the public. Important safeguarding messages and learning to the public, e.g. how to keep a crying baby safe, the LADO role and Child Protection Conferences.
- West Sussex led and hosted a Pan Sussex Perplexing Cases/Fabricated Induced Illness (FII) Conference. It was attended by approximately 75 delegates, welcoming guest speakers including a keynote expert speaker from Great Ormond Street Hospital and a legal advisor with experience of FII from Brighton and Hove. Attendees participated in workshops to look at how to identify FII and the early stages of Perplexing Presentations. Key messages about the need for a co-ordinated multi-agency approach and appropriate information sharing were well received by participants seeking to learn more about this highly complex area of child safeguarding work.
- The development of Twitter, which currently has 629 followers, is used to promote WSSCB focussed activities, such as the Safeguarding Week.



Individual agencies are required to demonstrate how they ensure adequate training to their staff and ensure that staff are fully equipped to meet their safeguarding responsibilities. The following information provides examples and alongside the Board's other assurance mechanisms provides additional assurance to the Board:

CCGs: Providing on-going support, supervision and training to colleagues empowers them to confidently advocate for children in their work. In 2017-18 face to face safeguarding children training at level 3 (for clinical staff working with children) was delivered to primary care/relevant CCG colleagues and included 283 clinicians. Basic awareness sessions were delivered to 104 staff. The Designated and Deputy Designated Nurses delivered the training. The Deputy Designated Nurse delivered additional sessions to 51 primary care practice nurses at Coastal West Sussex CCG training events in May 2017. The team engaged with WSSCB multi-agency training events; for example the Deputy Designated Nurse spoke at the SCR Key learning event which had 170 delegates.

SCFT: The Trust has a designated Safeguarding Children team who ensure safeguarding has a high profile by providing regular training, supervision and support. All Trust staff complete safeguarding children Level 2 training (as per the Intercollegiate document) and those working directly with children complete Level 3 training.

In 2017-18 we managed over 95% compliance at this target for Level 3 (with almost 1700 members of staff trained) and 98% compliance for Level 2 (which equates to approximately 4,572 staff).

Sussex Police: Vulnerability training was delivered to around 700 staff and partners across Sussex since September 2017. This included over 200 supervisors with a view to cascade the learning across the organisation. This training emphasised that all children are vulnerable, as well as focussing on situational scenarios and the need for a personal approach to understanding vulnerability.

The Domestic Abuse Matters Training delivered in 2017-18 by SafeLives, a national charity dedicated to ending domestic abuse, has helped to highlight the impact of domestic abuse on children within households and the importance of sharing information effectively. The training also focussed on risk to children and adverse childhood experiences. 27 officers in leadership roles in Sussex Police have undertaken The College of Policing 'Investigating Sudden Childhood Death' courses with the objective of improving the police response to reports of untimely deaths of children and young people under 18.

Continued ➤



KSSCR: Kent Surrey and Sussex Community rehabilitation company reported that 44% of staff attended a safeguarding event in the past year in addition to mandatory safeguarding training.

CSC and IPEH: Children's Social Care and IPEH co-hosted three single agency Serious Case Review Learning events, in which over 320 staff participated. The events brought together for the first time the learning, findings and recommendations from Serious Case Review activity that was in train via the WSSCB. The workshop style events adopted a thematic learning approach based in learning from serious incidents involving babies and young people. Learning was informed by an analysis of the key features arising out of Serious Case Review activity in West Sussex.

The Safeguarding in Education Team provided a model child protection and safeguarding policy and a whole-school child protection training package which was made available to all schools and colleges in the county. The Safeguarding in Education Team introduced termly 'Network' meetings for all Safeguarding Leads, where updates on policy, practice and multi-agency working are discussed. MASH and IPEH support these meetings. More than 250 school Safeguarding Leads now attend these meetings. Safeguarding in Education also designed and delivered Statutory Designated Safeguarding Lead training, which amongst other areas incorporated learning from recent serious case reviews and the WSSCB objectives. IPEH, MASH and Health partnership colleagues assisted where necessary in developing the content for the course. The first ever WSSCB safeguarding seminar for schools, was delivered; highlights included key note speeches on emotional well-being and peer on peer abuse. The Children Missing Education team have delivered training to over 50 schools and colleges in respect of their obligations in referring cases to the local authority when children either go on or come off the school roll at non-standard transition points. The Safeguarding in Education Team, in collaboration with Governor Services, have generated a safeguarding handbook for use by school governors to assist governors in their statutory duties of monitoring the effectiveness of the safeguarding framework in their establishment. Safeguarding in Education also provided training to school governors in this area.



How we have listened to children and acted on their views

A key priority moving forward is to ensure that the partnership is listening to, capturing and acting on the voice of Children and Young People to better understand how to deliver the most effective safeguarding outcomes. Partner agencies and organisations were asked to provide assurance to demonstrate how they are embedding the voice of children and young people into all aspects of their work and in particular how they have improved their safeguarding practice and service delivery as a result. A few examples are detailed below.

What have partner agencies and the voluntary sector told us about ensuring a child centred approach to safeguarding practice?

Sussex Police: We have embedded Youth Ambassadors across the force, who have volunteered to be advocates for Children and Young People (CYP). They will support the CYP Champion in developing and influencing how we work and engage with CYP. In 2017 The Office of the Sussex Police and Crime Commissioner (OSPCC) disbanded their Youth Commission, and due to the importance that Sussex Police view engagement of children and young people they are establishing a Younger Person's External Reference Group. The purpose of the Young Person's External Reference Group (ERG) is to improve the trust and confidence young people have in Sussex Police. ERG membership will comprise Sussex residents between the ages of 16-24 years old. The panel takes place quarterly and is facilitated by the Young Age Equality Champion, supported by the Youth Safety and Diversity Teams. It will provide young people with an opportunity to advise, challenge and inform Sussex Police on a variety of topics including child safeguarding. The Children and Young People Strategy Oversight Board (CYP SOB) drives our CYP work forward. The main aim is to 'improve the confidence that CYP have in the public services, to keep them safe from harm and ensure they feel supported and engaged for generations to come.' The CYP SOB aims to maximise opportunities to enhance relationships with CYP

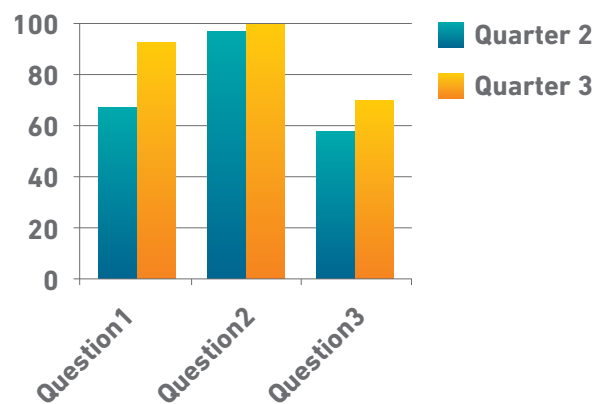
and understand their individual differences and vulnerabilities are recognised and heard. Currently, Sussex Police have an Engagement and Relationship Lead at Superintendent level for the County.

Cafcass: (the Children and Family Court Advisory and Support Service) is a non-departmental public body sponsored by the Ministry of Justice. Cafcass represents children in family court cases, ensuring that children's voices are heard and decisions are taken in their best interests. The demand on the family justice system and on Cafcass services remained very high throughout the year, with rises in local caseloads varying across the country. Cafcass' strategic priorities in 2017-18 were to: continue to improve our performance and the quality of our work; contribute to family justice reform and innovation; use our influence to promote knowledge and best practice; bring the uniqueness of each child (including diversity considerations) to the court's attention; be efficient and effective in light of high demand and financial constraints. An Ofsted inspection of the national operation in February 2018 found Cafcass to be "outstanding". Cafcass are working to address areas identified for improvement by Ofsted, including the quality of recording and explaining to court consistently when issues of diversity are not relevant to an application.

Continued 



SCFT: Within all safeguarding work carried out by SCFT the safeguarding children team are determined that the voice of the child should be central to all that we do. It is essential that this is clearly evidenced in the child's records and informs the supervision and planning of all care for a child and their family. During 2017-18 an audit has been undertaken to enable us to both evidence and also to promote improvements in this aspect of care. During this year the paperwork used within safeguarding supervision was reviewed to ensure it enabled and encouraged practitioners to not only review but record the voice of the child. A small but significant change was made to wording to evidence both verbal and non-verbal communication. Practitioners are now asked to record not just what the child says but also what the child's words and behaviours are indicating. An audit was undertaken using risk assessment paperwork completed during safeguarding supervision of Healthy Child Programme (HCP) practitioners.



The audit consisted of reviewing the paperwork to focusing on three areas.

1. Was the child's view evidenced in the body of the risk assessment
2. Was there reference to the child's behaviour and/or development
3. Are the views/behaviours of the child brought through to inform the plan of care

The results have been split into Quarter 2 and Quarter 3 to enable progression to be shown.

- It is encouraging to see the increase in all three areas of the documentation of the voice of the child.
- The anecdotal evidence from practitioners has been that whilst they felt they always considered the voice of the child within supervision this was not easily evidenced within previous records.

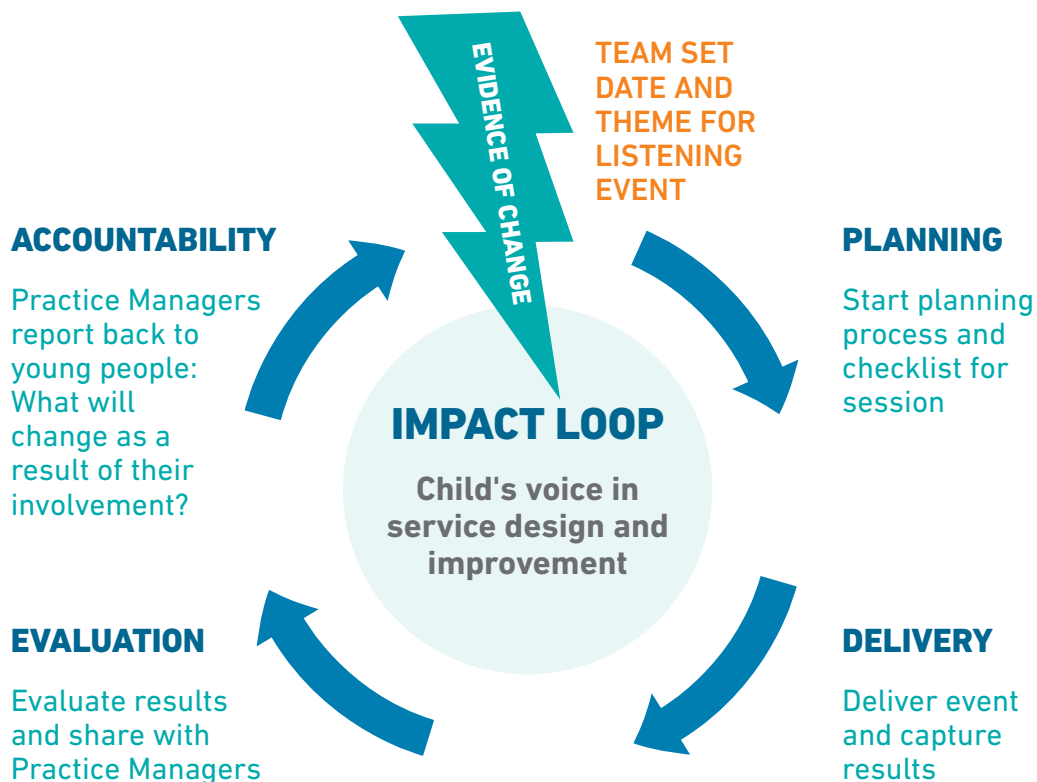
The increase in recording has been encouraged during supervision sessions and will continue to be audited on an ongoing basis.

CCGs: The 'voice of the child' is promoted in safeguarding children training to CCG and primary care colleagues. Examples are given from local and national SCRs which illustrate this issue. It is also integrated into supervision arrangements; to keep the child's safety and wellbeing central to practice. Through the improved methods used for the identification of Children at risk of Sexual Exploitation (CSE), such as the CE toolkit, in West Sussex progress has been made in recognising additional methods of exploitation. The multi-agency partnership responded to this in a dynamic way and as a result significant changes have been made over the past 12 months to the child exploitation agenda. This includes a review of the CSE pathway, partnership response, service provision and methods of identification.

SPFT: We have a participation worker who coordinates and works with young people to involve them in focus groups and interview panels. We also have our "You said and we did" Boards which reflects feedback from young people about the service they receive and what we have done in response to their thoughts. We

have our "chi-esq" questionnaires, which are used by Child and adolescent mental health services (CAMHS) to measure service user outcomes. In addition some clinicians complete each session by utilising session rating scales stating how the sessions went for the young person.

Arun Churches: We have created a Young Leaders programme within our youth projects which is supporting young people to develop key skills including articulating their experiences and concerns. We have also conducted surveys amongst parents and carers to feedback on various aspects of our service including for example changes to opening times. Based on feedback from service users and their families we have changed the opening times of our Nursery during school holidays and received valuable responses on a proposed change to a youth club. We have been involved in direct work with the local authority including attendance at IPEH Hub Partnership Board for Arun area and contributing to Child Protection Case Conferences, by providing crucial information on children and families to help facilitate successful outcomes for them.



IPEH is refreshing its approach to capturing children and young people's voices through listening events. The WSSCB will seek assurance that this activity is embedded into local practice during 2018-19.

How challenges we identified during 2017-18 are informing our future priorities

Key Challenges identified:

The demand on West Sussex Services and the capacity to meet this demand were highlighted in the WSSCB 2016-17 annual reports and continued to be a significant issue during 2017-18. Rising and increasingly complex needs and flexing to meet emerging priorities are set against a backdrop of impacting issues such as financial constraints across all West Sussex agencies. The Board acknowledges that the pressures on existing resources are expected to increase. In addition, the WSSCB recognises that the West Sussex multi-agency resource working across the board and its subgroups is finite and as such activity and planning for 2018-19 should retain focus on its efforts to support West Sussex SCR activity and embedding learning across West Sussex services.

The challenges of child exploitation and young people at risk, including sexual, physical, emotional and financial abuse through serious organised crime groups associated with "County Lines" remains a challenge. The WSSCB has sought assurance via the Exploitation Strategic Group that WSSCB partners are working collaboratively to gain a better understanding of how serious organised crime groups operate in the area and use this to inform identification and prevention of potential offenders; identify and support potential victims at the earliest opportunity and effect disruption and where appropriate robust enforcement activity.

The need for further assessment of how Child Safeguarding Partners protect children and young people in acute areas of child safeguarding, including Honour Based Abuse, Forced Marriage, Female Genital Mutilation and Modern Slavery, is needed to inform the co-ordination of prevention and protection strategies. This will help partner agencies understand prevalence of these issues and target activity and specialist training under the umbrella of the WSSCB Exploitation Sub-Group.

The NPS reported increasing concerns about the number of 18-25 adult male offenders convicted of serious sexual offences. More research is required into the potential drivers behind this increase compared with previous generations, although it is not hard to conclude there is a strong potential causal connection between easy access to hard core pornography on the internet and subsequent aggressive sexual behaviours. We are concerned that viewing of hard core pornography on the internet by young people distorts understanding of what constitutes healthy relationships, respect and consent issues.

The voluntary sector forum members identified a number of challenges to effective partnership working with the WSSCB including: the need to have a clear understanding about when and how to refer concerns into the MASH; the Board should look at how to improve and better target the flow of information disseminated to the Forum and more support to help the sector gain access to affordable safeguarding children training for its volunteers.

Key priorities for 2018-19

The WSSCB's work to continue to make progress against its improvement plan was tested by an independent review, commissioned by the WSSCB in late 2017. The review recognised that considerable improvements were made in learning and development and reminded the partnership of the need to ensure that a comprehensive multi-agency needs assessment is conducted to focus training resources dynamically. A training needs analysis will be undertaken during 2018-19 to inform the delivery of a two year training programme from 2019-20. The review report also asked the WSSCB to consider using the opportunities afforded by the new Partnership arrangements to strengthen existing partnerships such as the Safeguarding Adults Board, West Sussex Safer Partnership Board, and Health and Wellbeing Board in order to support delivery of the Partnerships statutory obligations to safeguard children. The review highlighted that benchmarking standards or "success criteria" against which the Board can track performance and progress in specific areas of multi-agency working will enable the WSSCB to assure itself where progress has been made and also to hold partner agencies to account when appropriate. During 2018-19 the WSSCB will measure progress against the following:

- S11¹³ audits including a Pan Sussex challenge event for agencies with two or more areas of Sussex will participate in discussions about their performance and a separate local West Sussex focussed event.
- The development of a Performance data set to track and measure whether improvements have been embedded in service delivery
- Additional audit and review work in focussed areas including Domestic Abuse, Child Exploitation and Child Sexual Abuse audits using the Joint Targeted Area Inspection framework.

The WSSCB Partnership is a cohesive partnership with regular updates, communications and sub-groups where active members undertake the work of the board. The partnership is effective in some areas; however it can only drive forward its future work with a fully represented and

committed West Sussex Safeguarding Children Partnership. Equitable focused partnership engagement and active participation by all agencies will be fundamental to achieving this; as well as strengthening its external partnerships to better understand the wider child safeguarding landscape within families and communities.

The new Safeguarding Children Partnership will look to streamline and refocus existing activities during 2018-19 to ensure that the Partnership has the ability to deliver on the key objectives of its 2017-19 business plan:

- The continuing development of additional partner agency resources within the MASH and the impact this has such as supporting schools to safeguard children.
- Improving community awareness and development of responses to Child Exploitation and wider criminalisation.
- Developing and implementing our learning throughout the partnership from our Serious Case Reviews.
- To improve our services we will develop a culture of listening to children, young people and their families about their experiences and how we can best support them in the future.
- We will develop a robust and effective structure to enable the WSSCB to comply with the new Working Together to Safeguard Children 2018 guidance providing a clear accountable framework to ensure the safety and well-being of children and young people in West Sussex.

Mental health leads are already in place in a number of West Sussex schools and Safeguarding in Education will continue to support the development of this role. In addition, Safeguarding in Education will be leading on the National Certification PSHE CPD programmes. Up to 15 delegates from across West Sussex schools will undertake a Roehampton University qualification to develop practice within their setting evidencing positive outcomes for the pupils in several areas including emotional health and well-being. These 15 delegates will form a core group of champions and share good practice with all other West Sussex schools.

¹³ Section 11 of the Children Act 2004 - Places duties on a range of organisations, agencies and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

IPEH is commencing a two year pilot during 2018-19, funded in part by central government, which will be of scrutiny interest to Local Safeguarding Partners. The key objectives of the pilot are: to increase cultural understanding and community cohesion, by actively engaging with Unaccompanied Asylum Seeking Children (UASC), using a participation model; help UASC integrate locally, harnessing their experience and using this intelligence to inform and shape local services, train service providers and promote understanding in communities; enhance the local community offer, by increasing staff and community confidence, knowledge and skills to ensure there is culturally relevant support available (including an education/language support offer) and improve support offered to foster and supported lodgings carers through an enhanced package of support and training, enabling more placements to be found locally.





Annex A

Understanding Multi-Agency work to tackle Child Exploitation in West Sussex

Performance data and analysis from partner agencies

Asphaleia

To reduce the numbers of children and young people (cyp) aged 10-24 who are victims of Child Sexual Exploitation (CSE) or at risk of becoming victims of CSE across West Sussex. Safe WS will address the local need to ensure CYP at risk of/are victims/perpetrators of CSE feel safe through specialist interventions, as well as building awareness and raise the profile of healthy relationships for children in year 6 primary school classes.

Oct 2017-31/03/2018 - 58 referrals:

39 active cases (7 male, 32 females); 14 referred, waiting to start; 22 closed cases; 76% attendance sessions; 541 Yr 6 children attended workshops and 27 parents/foster carers receiving active support.

Impact data:

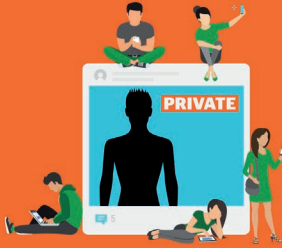
Caseload

Risk rating impact

- 76% of closed cases have a CSE reduced risk rating
- Of 20% that were closed at Med or High risk rating 86% accepted referrals to other agencies.
- 23% of cases are 'subjects of concern' of exploiting peers
- Welfare improvement data, self-defined responses of closed cases;
 - 98% Personal Wellbeing improved
 - 96% Relationships
 - 90% Interest in education/employment engagement
 - 98% Managing own safety




55% of young people have shared a sexual image of themselves before turning 16 years old



Source: NSPCC

#StandAgainstCSE

44% of girls aged 14-17 have sent someone a sexual photo of themselves



#StandAgainstCSE

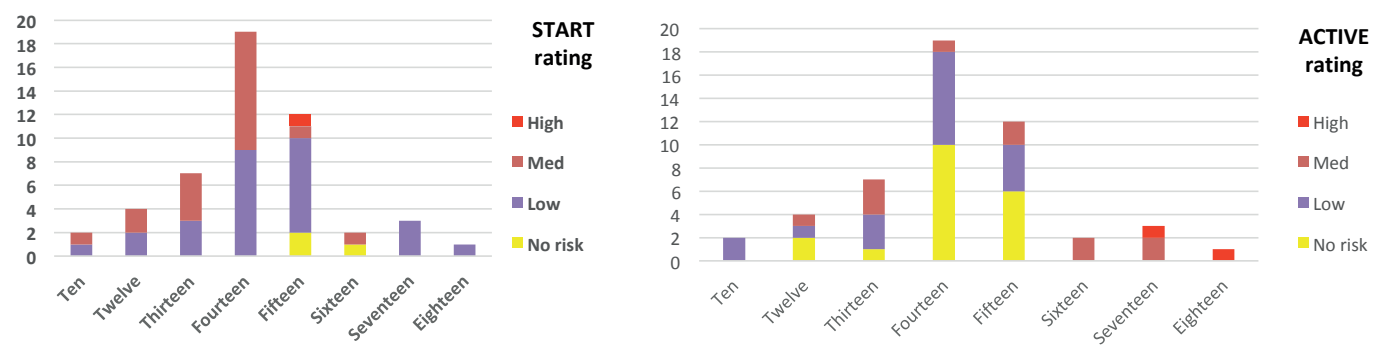
More than a thousand web pages containing child sexual abuse images or videos are removed every week



Source: Internet Watch Foundation

#StandAgainstCSE

All cases are tracked from referral/starting CSE risk assessment and reviewed each month. Current caseload risk ratings:



Schools work

- 150% above target on number of children accessing workshops
- A third of schools where workshops have been delivered have made subsequent individual referrals
- 92% understand what a 'healthy relationship looks like'
- 100% understand what how to 'report suspicious behaviour'

Parent support

- 45% report an understanding of what CSE is and demonstrate knowledge of their role in keeping their child safe

#StandAgainstCSE



40% of parents are not confident in spotting the signs of abuse

More than half of parents are unaware of social media age restrictions

13	16	18
f, o, t, s, w	in	flame, shield, play

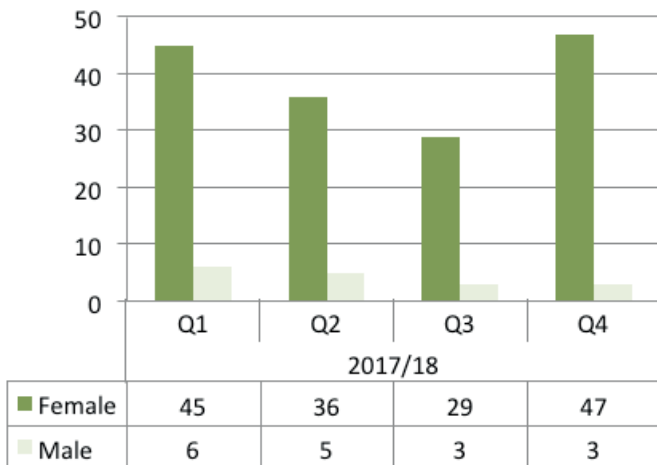
#StandAgainstCSE

Agenda Item 8
Appendix 1
Barnardos

Outcome measures used

Region/Nation:South East & Anglia Services		Fileroomname:B YOU- Fileroom	Status:Closed	Cabinet Name:C	Case Id:262762002		
		Score					
		ReviewNo	1	2	3	4	5
		Assessment Date	12-MAY-2017	04-JUL-2017	21-SEP-2017	29-DEC-2017	29-MAR-2018
Outcome	Name						
1.2.01	Enhanced parent/carer/adult - child relationships		3	2	2	2	2
1.2.13	Improved mental health & well-being		4	4	3	3	2
1.3.02	Knowledge of sexual health strategies		5	5	4	4	3
1.5.01	Reduced/safer consumption of controlled substances		5	5	4	4	3
2.1.02	Able to identify abusive/exploitative behaviour		5	5	5	5	4
2.1.03	Recovery from sexual abuse/exploitation		5	5	3	3	3
2.1.08	Reduction in level of risk/harm		5	5	3	3	2
2.1.13	Reduced association with risky peers/adults		5	5	3	3	3
2.1.21	Able to recognise exploitative behaviour/grooming on the internet		5	5	5	4	2
4.1.03	Stable and secure accommodation		1	1	1	1	1
4.1.12	Episodes of missing from home/care reduced		4	2	1	1	1
5.2.01	Satisfactory school/college attendance		2	1	1	5	5
7.1.11	Increased awareness and navigation of the legal system		5	5	5	5	5
8.2.05	Improved carer capacity to prevent abusive/harmful behaviours		4	2	2	2	2
Average			4	4	3	3	3

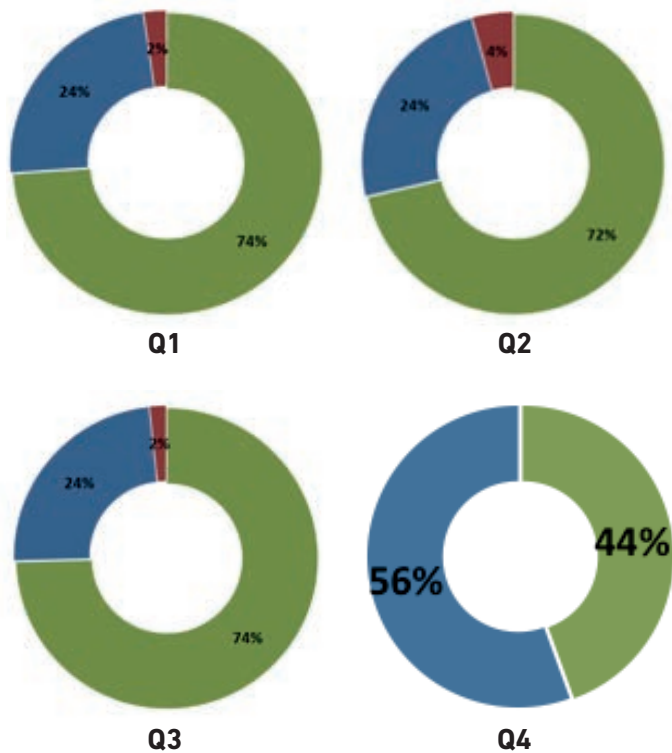
CSE services, active cases throughout the year



CSE outcomes

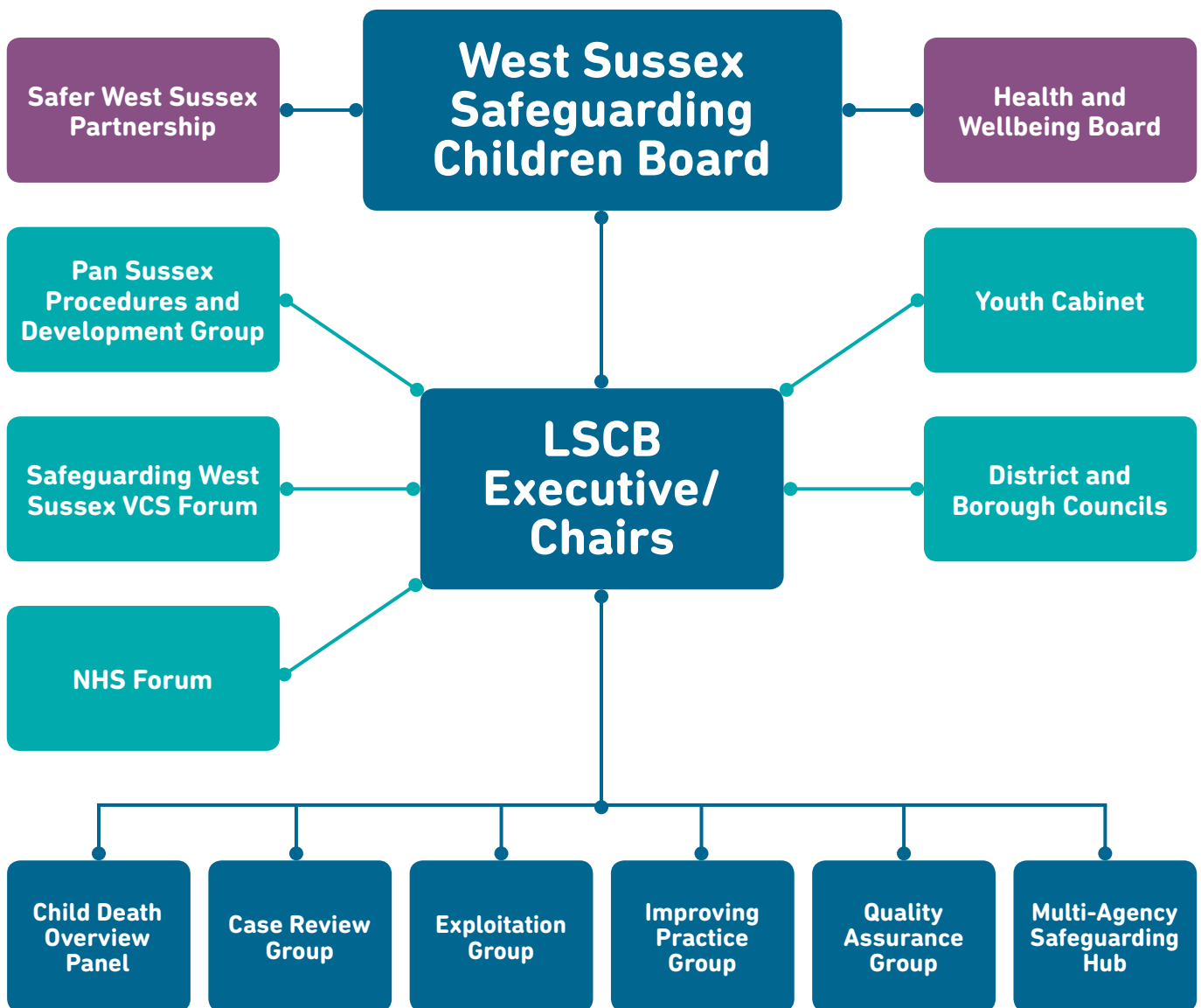
Q4 outcomes were poorer due to only closing 3 young people of which, only one completed work with the service – one moved out of area and one declined the service, hence the closing outcomes remaining the same as the initial outcomes, and thus bringing down the overall percentage of improved scores.

■ Improved score ■ No change ■ Degraded score



Annex B

West Sussex Safeguarding Board, sub-groups and key partner agencies



Annex C

West Sussex Safeguarding Children Board Funding

Board partners contributed £262,561 directly to the basic WSSCB budget in addition to providing a variety of resources and ad-hoc assistance. WSSCB training and additional receipts generated an additional income of £31,266. This amount is unchanged from 2016-17, and the Board partner's funding commitment for 2018-19 has been slightly reduced.

£38,351.00 was carried forward from 2016-17.

WSSCB Expenditure 2017-18

Staffing costs	£220,562
Serious Case Reviews	£32,153
Learning and Development	£1,284
Websites and IT	£3,467
Other	£16,458
Total:	£273,924
Underspend (including allocation to SCR spending) carried forward with the Board's agreement	£58,254



Annex D

Acknowledgements and description of organisations who contributed to this report.

With thanks to those who provided written contributions to the WSSCB annual report 2017-18:

Amanda Radley

West Sussex Children's Social Care

Ben Sawkins

West Sussex Children's Social Care

Chris Cook

Sussex Clubs for Young People and Chair, West Sussex VCS Safeguarding Forum

Claire Shepherd

On behalf of all West Sussex District and Boroughs

Dan Sanders

West Sussex Community Safety

Elizabeth Leach

West Sussex Safeguarding Children Board

David Feakes

Head of Safeguarding, Sussex Community NHS Foundation Trust

Emily King

On behalf of West Sussex Community Safety team

Georgina Colenutt

Named Nurse, Safeguarding children, Sussex Community NHS Foundation Trust

Jan Smith

Kent Surrey and Sussex Community Rehabilitation Company

Jennifer Taylor

West Sussex Children Social Care Performance

Jenny King

Kangaroos

Jez Prior

West Sussex Safeguarding in Education

Jo Millward

West Sussex Integrated Prevention and Earliest Help

Continued 

Jon Jolly

Arun Churches

Katherine Wadbrook

change, grow, live

Laura Thorpe

asphaleia

Lucy Ivankovic

Barnardo's

Lucy Short

West Sussex Safeguarding Children Board

Margaret Pugh

West Sussex Safeguarding Children Board

Mark Burden

National Probation Service

Michael Brown

Named Nurse, Safeguarding children, Sussex Community NHS Foundation Trust

Nigel Nash

Children and family Court advisory and Support Service (Cafcass)

Pandora Ellis

Voice and Participation, West Sussex Integrated Prevention and Earliest Help

Rachael Redwood,

Designated Nurse, Safeguarding Children, Clinical Commissioning Groups

Rachel Wright

Named Nurse, Safeguarding Children, West Sussex Partnership Foundation Trust

Sarah Daly

On behalf of West Sussex Children's Social Care

Shivani Nayee

Sussex Police, Child and Adult Safeguarding

Su Parish

Springboard

**Brief Description of key safeguarding children functions of the WSSCB
annual report 2017-18 contributor organisations.**

Organisation	How the organisation is involved in Safeguarding Children in West Sussex
Arun Churches	Provides a range of services for children including 2 Ofsted registered childcare settings for 180 children, a network of 8 youth clubs seeing 120 teenagers, plus weekly faith based groups for 80 children and young people.
asphaleia	asphaleia is a children's, young people's organisation providing care, fostering, training and specialist projects across the South East.
Barnardo's	Barnardo's are the UK's largest Children's charity. Barnardo's provided to West Sussex children, practitioners and the wider community: CSE services to 50 children across West Sussex who have been identified as High Risk of CSE; Nighwatch Training, delivering CSE awareness training to the night time economy; Real Love Rocks training, healthy relationship training for primary and secondary school children; Healthy Child programme, Health funded service for young people with disabilities transitioning to adult services and developing independent living skills with regards to their health needs; Short breaks for young people with disabilities.
Border Force (Home Office)	Border Force is a law enforcement command within the Home Office. We secure the UK border by carrying out immigration and customs controls for people and goods entering the UK.
Cafcass	The Children and Family Court Advisory and Support Service looks after the interests of children involved in family proceedings. It is independent of the courts and social services, but works under the rules of the Family Court and legislation to work with children and their families and then advise the courts on what is considered to be in the best interests of individual children.
Change, grow, live (cgl)	Provides drug and alcohol services for all ages, across the county. Many of our service users have children and some are children/young people. We have duty to ensure the safeguarding of these children and young people.
Children's Social Care	Children's Social Care aims to work with parents, carers and young people in a partnership based on respect, equality and fairness, and to offer advice and support before a situation reaches crisis point. We also work in partnership with, and may refer to, other services and community groups, including education, health, housing, benefits agencies and the police.
Clinical Commissioning Groups (CCGs)	Clinical Commissioning Groups (CCGs) are required to secure the services of a Designated Doctor and a Nurse. The Designated Professionals provide strategic oversight of the safeguarding children response within the health economy in West Sussex. The Services commissioned by the CCGs have contractual obligations to safeguard children which are monitored through the Sussex Standards, quarterly exception reporting, audit and targeted site visits in addition to the section 11 audit.
Community Safety, WSCC	WS Community Safety is part of West Sussex County Council. It works with partner organisations to reduce crime and anti-social behaviour across West Sussex.
District and Borough Councils	District and Borough Councils recognise the need to ensure the welfare of all individuals when they come into contact with services provided by the Council. If signs which cause concern are observed, Council staff, volunteers and Elected Members have a responsibility to refer suspected cases of abuse to an appropriate agency or person. This duty extends to the identification of abuse, poor practice by staff, volunteers and Elected Members of the Council, as well as allegations brought to the attention of the Council by a member of the public/community.

Continued 

Organisation	How the organisation is involved in Safeguarding Children in West Sussex
Education and Skills	Safeguarding challenge and advice to education providers in West Sussex; safeguarding training, policy and practice advice and guidance to WSCC staff working within Education and Skills – i.e. Children Missing Education, Children in Employment and Entertainment, Elective Home Education, Fair Access and Investigations (attendance), School Effectiveness, Special Education Needs Team, Education Psychology Service, Inclusion Services and Catering.
Integrated Prevention and Earliest Help (IPEH)	IPEH is a range of co-ordinated services for children and families from 0-25 years old. Within the IPEH service there is a “whole family” approach to support, with the aim that we give all children the best start in life and make it easier for families to get the help they need.
Kangaroos	Provide services for children and young adults with severe learning disabilities and complex medical needs
KSS CRC	Kent Surrey and Sussex Community Rehabilitation Company facilitate unpaid work sentences for young persons aged 16 - 18. Whilst we do not have case management responsibility, we do have responsibility providing this intervention safely and compliant to legal requirements for this age group.
National Probation Service	Responsible Authority member for Multi Agency Public Protection Arrangements in Sussex. Partner agency member of MARAC. Assessment, supervision and monitoring of offenders in custody and in the community who may present a direct or indirect risk to children through their index offending, behaviours and or associates and relatives.
Springboard	Short break service for disabled children and 2 inclusive play centres open to all
Sussex Community NHS Foundation Trust (SCFT)	SCFT provide a wide variety of patient-facing services for children and families. These include: Health Visiting and School Nursing, acute services such as Urgent Care settings, a range of therapies (including physio, OT and Speech and Language), Child Development Centres and Children’s Community Nursing.
Sussex Clubs for Young People	Supports a membership network of 130 community youth clubs and organisations working with over 4500 young people in West Sussex and directly deliver youth clubs and detached youth work in several settings.
Sussex Partnership Foundation Trust (SPFT)	Sussex Partnership Foundation Trust provides mental health care for children and adults across Sussex and Children’s Mental health services in Hampshire. Our key safeguarding functions are for children referred to the mental health service (CAMHS) for the children or associated children of adults engaged with mental health services including older adults.
Sussex Police	Sussex Police have a central role in protecting children, preventing and investigating crime. Policing policies, processes and interactions with Children and Young People (CYP) can have a significant impact on their lives, both in the short and long term.
West Sussex Voluntary and Community Sector (VCS) Safeguarding Forum	This forum draws together safeguarding leads from groups across West Sussex. Meeting quarterly they contribute to the Board meetings and comment on key documents such as this Annual Report, share best practise guidance and support the work of disseminating information across the county.



www.westsussexscb.org.uk

Children and Young People's Services Select Committee

10 January 2019

Children and Young People's Services Select Committee Business Planning Group

Report by the Chairman of the Business Planning Group

Executive Summary

Each Select Committee has a Business Planning Group (BPG) to oversee the Committee's work programme and prioritise issues for consideration by the Committee. This report provides an update of the last meeting of the outgoing BPG held virtually on 21 November 2018, setting out the key issues discussed.

Recommendations

1. The Committee is asked to endorse the contents of the report.

1. Declarations of Interest

- 1.1 None.

2. Background/Context

- 2.1 The BPG met virtually on 21 November 2018.

3. Education and Skills Update

- 3.1 Education and Skills Task and Finish Group: An update on this will be provided at the meeting.
- 3.2 SEND Transport: Members advised that this should be placed on the next agenda of the BPG for further discussion.

4. Children and Family Services Update

- 4.1 Review of Residential Estate: The Committee received an update on the current progress and performance for the residential estate.
- 4.2 Mental Health Mapping: Members examined a paper that had been produced which detailed a mental health mapping exercise across the county, and agreed that the Committee should aim for a mental health themed meeting in 2019.

5. Total Performance Monitor Update

- 5.1 The BPG was updated on the current financial position for the Education and Skills and Children and Young People portfolios.

6. Work Programme Planning

6.1 Forward Plan

6.1.1 No proposed decisions were identified for scrutiny.

6.2 Agree the work programme for the coming year and plan the January meeting

6.2.1 The BPG agreed the Committee's work programme as at appendix A.

6.3 Committee Visits

6.3.1 Members considered whether future project days could be used for visits to establishments such as schools. This will be considered if/when project days become available.

7. Implications

7.1 There are no resource, risk management, Crime and Disorder Act or Human Rights Act implications arising directly from this report. However, many of the substantive reports to the Committee will have some implications and a Equality Impact Report will be included in appropriate substantive reports to the Committee.

Michael Cloake

Chairman

Children and Young People's Services Select Committee Business Planning Group

Contact: Natalie Jones-Punch - Assistant Democratic Services Officer – 0330 222 5098

Background Papers: None

Appendix A – Work Programme for Children and Young People's Services Select Committee.

Children and Young People's Services Select Committee Work Programme – March 2019

Select Committee Meeting Date	Subject/Theme	Objectives/Comments	Key Contacts
7th March 2019 10.30am	Review of Education and Skills Annual Report Summary 2016/17	To provide the Committee with insight to the performance of the service and schools.	Education and Skills directorate
	Demand and Capacity		Children and Family Services
	Proposal to remove non-statutory age pupils from home to school transport eligibility – Consultation (preview).		Education and Skills directorate
Future Items to be timetabled	<ul style="list-style-type: none"> • Mental Health • Domestic Violence • The 1001 Critical Days Principle • CLA Team structure update Possible Joint items <ul style="list-style-type: none"> • Integrated Transport System 		TBC

This page is intentionally left blank