

## CORPORATE PARENTING COMMITTEE

WEDNESDAY 24 NOVEMBER 2021  
6.00 PM

ENGINE SHED, SAND MARTIN HOUSE, BITTERN WAY

### AGENDA

Page No

1. **Apologies for Absence**
2. **Declarations of Interest**

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification " that has been disclosed to the Head of Legal Services
3. **Minutes of the Meeting Held on 21 July 2021** 3 - 10
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6. **Update from Foster Carers Report** 19 - 26
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8. **Virtual School report** 31 - 56
9. **Annual Corporate Parenting Committee Report to Children and Education Scrutiny Committee 2020-2021** 57 - 64
10. **Members Issues**

Members that are not part of the core CPC membership, but hold Corporate Parenting responsibilities, are invited to raise any issues they have with regard to the services provided to Children in Care.
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#### **Committee Members:**

Councillors: Ayres, Bisby (Chairman), Bond, Howard (Vice Chairman), Jones, Knight, S Lane, Robinson, Sainsbury and Yasin

Substitutes: Councillors: Bond, R Brown and Hussain

Further information about this meeting can be obtained from Karen Dunleavy on telephone 01733 452233 or by email – [karen.dunleavy@peterborough.gov.uk](mailto:karen.dunleavy@peterborough.gov.uk)

**DRAFT MINUTES OF THE CORPORATE PARENTING COMMITTEE MEETING (FORMAL)  
HELD AT 6:00PM, ON  
WEDNESDAY, 21 JULY 2021  
SAND MARTIN HOUSE, ENGINE SHED, BITTERN WAY, PETERBOROUGH**

**Committee Members Present:** Councillor Bisby, (Chairman (Chair), Howard (Vice Chairman),  
Councillors Ayres, S Bond, I Hussain, Lane and Robinson.

**Officers Present:** Ricky Cooper - Assistant Director, Regional Adoption and Fostering  
and Specialist  
Fiona Van Den Hout, Head of Service Fostering and Contact Service  
Dr Aslam, Doctor for Looked After Children  
Shalina Chandoo, Quality Assurance Lead  
Catherine York, Designated Nurse, Children in Care  
Marya Ali, Youth Voice Worker  
Jane Bellamy, Deputy Safeguarding Lead  
Geoffrey Frederick, Independent Review Officer (IRO)  
Joanne Banks, Acting Head of Regional Adoption Agency (RAA)  
Michaela Berry, Service Manager Corporate Parenting  
Karen S Dunleavy, Democratic Services Officer

**Also Present:** Sue Stepney, Foster Carer Committee Representative

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors Yasin and Jones.

**2. DECLARATIONS OF INTEREST**

No declarations of interest were received.

**3. MINUTES OF THE CORPORATE PARENTING COMMITTEE MEETING HELD ON 17  
MARCH 2021**

The minutes of the meeting held on 17 March 2021 were agreed as a true and accurate record.

**4. UPDATE FROM FOSTER CARERS**

The Corporate Parenting Committee received a report in relation to updates from the Foster Carer Committee. Members were provided with an overview of the responses received from a recent survey conducted.

The purpose of the report was to update the Committee about the activities of the Foster Carer Committee (FCC).

The Head of Service Fostering and Contact Service and Foster Carer Representative introduced the report and asked Members to note the contents and raise any queries they had with representatives.

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:

- Members commented that it was important for the foster carers continue with the networking to highlight new ideas.
- Members were advised that the response to question eight of the fostering services survey in relation to recommending the service would be explored to understand why there had been 26% carers who would not recommend the service on to others and then implement improvements.
- Members complimented the Foster Carer Committee for their hard work on the foster care survey.
- Members were advised that there had been a focus group on the training provision and there were some carers that had been involved in that group. In addition, it was advised that there were more opportunities to explore particularly in the form of a foster carer peer support training.
- Members were advised that the reason 60% of foster carers that had not felt fully supported could be due to the service being new and currently under development. There would be a focus on sharing the service vision and statement of purpose to foster carers, in order to tackle this issue. A new website was also being developed to enhance the experience for foster carers.
- The length of time to apply to be a foster carer was six months until their first placement. In addition, there was a performance indicator around fostering assessments which should be within four months.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents.

#### **AGREED ACTIONS**

1. The Corporate Parenting Committee noted the report.

#### **5. UPDATE FROM THE YOUTH VOICE COORDINATOR ON BEHALF OF THE CHILDREN IN CARE COUNCIL**

The Corporate Parenting Committee received a report in relation to the work of the Children in Care Council and the outcome of their discussions at meetings and events organised.

The purpose of the report was to update Members on the Children in Care Council activities and participation services.

The Youth Voice Coordinator introduced the report and asked Members to note the update and raise any queries they had with officers.

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:

- Members were advised that where a young person had no transport to travel to events, an alternative travel option would be offered. In addition, children in care that lived outside of the Peterborough area, would attend their residential authority activities.
- The children's services staff recruitment panel would involve children and young people in care as young as eight years old. There was a process developed with the younger children in the form of development of the questions to be asked and ice breaker sessions, however, the older recruiters would attend an interview panel for a perspective staff candidate.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents.

#### **AGREED ACTIONS**

1. The Corporate Parenting Committee noted the report.

### **6. APPOINTMENT OF CHAMPION MEMBERS**

The Corporate Parenting Committee received a report in relation to the Champion positions and nominations to those roles.

The purpose of the report was to set and approve the Corporate Parenting Committee Champion roles and positions.

The Democratic Services Officer introduced the report and asked Members to appoint to the relevant Champion positions.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimous) to the appointment of Corporate Parenting Committee Champions.

#### **AGREED ACTIONS**

The Corporate Parenting Committee agreed to:

- I) Note the content of the report,
- II) Confirm the Corporate Champion Roles, and
- III) Confirm the appointment of Corporate Parenting Champions

The following positions were confirmed:

- a) Housing, Finance and Benefits - Councillor Sandra Bond
- b) Education Employment and Training and Access to Higher Education – Councillor Ishfaq Hussain
- c) Health - Councillor Robinson
- d) Recreation and Leisure Activities – Councillor Ishfaq Hussain
- e) Effective Care Planning - Councillor Jones

### **7. ANNUAL FOSTERING SERVICE REPORT**

The Corporate Parenting Committee received a report in relation to the Annual Fostering Service Report.

The purpose of the report was to inform Members about the activity of the fostering service in 2020- 21.

In addition, Members noted that there had been an impact on resignations of foster carers and this was a result of the pandemic and elderly carers retiring.

The Assistant Director, Regional Adoption and Fostering and Specialist Young People's Services introduced the report and asked Members to note the content and raise any queries they had with officers.

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:

- Members were advised that some of the foster carer applicants had been approached again following their departure from the recruitment process in order to encourage continuation of the application process.
- Members were advised that the improvement for recruitment had identified how to target potential carers. In addition, the new recruitment of a media team and the promotion undertaken on the website and visits to potential candidates with current foster carers had assisted the recruitment process.
- It was also advised that the allowances for Cambridgeshire and Peterborough had been made the same and this was hoped to encourage potential carers to put themselves forward.
- Although there was a shared front door foster carer service which was separated for Peterborough and Cambridge foster carers, the recruitment and training was a combined offer.
- There was work being undertaken to explore the diverse opportunities for the recruitment of foster carers through Think Communities, social media campaigning and radio. In addition, the team received recommendations on perspective foster carer candidates, which had been another recruitment tactic used by the team.
- Members were advised that in some cases there had been a delay experienced about allegations of foster carers and that the investigations had taken more time to resolve due to staff absence and information collation. In addition, Members were advised that practice standards and household routines were in place and monitored to ensure that the timescales were met in future. Furthermore, no delay in investigation had detrimentally impacted any child in care. Foster carers had also been provided with independent support during the process through the foster care network.
- Members were also advised that during the foster carer investigations, the Social Worker would assess and decide whether the child would remain in the foster home during the process.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents.

#### **AGREED ACTIONS**

1. The Corporate Parenting Committee noted the report.

#### **8. ANNUAL ADOPTION REPORT**

The Corporate Parenting Committee received a report in relation to the Regional Adoption Agency (RAA) annual report.

The purpose of the report was to update Members on the new arrangements for delivering adoption for Peterborough and Cambridgeshire Councils.

The Acting Head of Regional Adoption Agency introduced the report and asked Members to note the contents and raise any questions with officers.

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:

- Members were advised that the success of the formation of RAA in the last six months between Peterborough and Cambridge had been the learning from recruitment and assessment processes.
- Members were advised that there had not been reduction of children in Peterborough and Cambridge placed for adoption. In addition, it was about the team getting the right care plan in place, early in the child's life which could involve adoption.
- There had been a substantial number of children under two coming into care and being placed for adoption, particularly in the Covid-19 pandemic. In addition, there had been several older children and sibling groups placed for adoption. There was a media campaign being developed to recruit for adoptive parents for the older and harder to place children.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents.

### **AGREED ACTIONS**

1. The Committee noted the report.

## **9. ANNUAL IRO REPORT 2020 - 2021**

The Corporate Parenting Committee received a report in relation to the Annual Independent Reviewing Officer Service 2020-2021.

The purpose of the report was to provide Members with an overview of the statutory review and analysis of the Independent Reviewing Service

The Deputy Safeguarding Lead and Independent Review Officer introduced the report and asked Members to note the content and raise any queries they had with officers.

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:

- Members commented that the looked after children review meetings were successful and that in the main, the IRO would be of the same nationality of the child in care. Members were advised that there were some IROs that spoke other languages and came from the same ethnic background. In some cases, an interpreter could be used, and it depended on how the child felt about being supported by someone from their own ethnic background.
- Members were advised that the IRO was the most consistent person in a child in care's life.
- Members were advised that the Children and Family Advisory and Support Services (CAFCASS) for children in care would be support for court services, whereas the IRO's would support the child in everyday life, however, the two services had liaised where needed.
- The IROs would liaise with other agencies such as health and education to support a child and young person in care's needs where necessary.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents.

### **AGREED ACTIONS**

1. The Committee noted the report.

**10a. PERFORMANCE REPORT (PLACEMENTS OF CHILDREN IN CARE AND SCORECARD)**

The Corporate Parenting Committee received a report in relation to performance data for Children in Care and Care Leavers.

The purpose of the report was to update Members in respect of the numbers of children and young people being looked after by the Council as of 31 May 2021 by providing a breakdown of the types of placements in which they were living. The report also provided information about the age, gender and ethnicity of those children and young people. Members were also advised that caseloads were a little higher than preferred.

The Service Manager Corporate Parenting introduced the report and asked Members to note the contents and raise any queries with officers

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:

- Members were advised that the number of children in care that go missing with number of episodes of leaving and returning to their care provision, would be repeated episodes. In addition, the increase in March's figures had been due to the Covid pandemic restrictions being lifted, as this had provided an opportunity for more socialising.
- Members commented that it would be beneficial for the performance data to show comparison figures for statistical neighbours and for historical performance.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents.

**AGREED ACTIONS**

1. The Committee noted the report and agreed that the Assistant Director, Regional Adoption and Fostering and Specialist would explore whether comparative data with statistical neighbours and historical data could be provided for future performance reports going forward.

**10b. PERFORMANCE REPORT (HEALTH)**

The Corporate Parenting Committee received a report in relation to Health Services for Children and Young People in Care.

The purpose of the report was to provide Members with an update on the performance of Initial Health Assessments, Review Health Assessments and the Strength and Difficulties Questionnaire. The report provided an overview of the Clinical Commissioning Group's (CCG) activities to ensure robust monitoring and quality assurance systems were in place to meet the health needs of Peterborough's children and young people in care.

The Doctor for Looked After Children introduced the report and asked Members to note the content.

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:



- Members were advised that although the health assessments were being returned face to face, virtual media would be accommodated if preferred, as this was more popular with teenagers.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents.

### **AGREED ACTIONS**

1. The Committee noted the report and agreed that the Designated Nurse for Looked After Children would explore the reasons for delay in relation to receiving paperwork from other service areas which had delayed health assessments being conducted.

## **11. MEMBERS ISSUES**

Members that were not part of the core CPC membership, but held corporate parenting responsibilities, were invited raise issues they had with regard to the services provided to Children in Care (CiC).

The Corporate Parenting Committee considered and **RESOLVED** that there were no issues to raise.

## **12. DRAFT WORK PROGRAMME AND REVIEW OF WORK IN 2020 - 2021**

The Corporate Parenting Committee received a report in relation to the draft work programme for 21-22 and the review of work in 2020-2021.

The purpose of the report was to enable the Committee to discuss its objectives and priorities for 2021/22 and to approve the draft work programme for 2021/22

The Assistant Director, Regional Adoption and Fostering Specialist and Democratic Services Officer introduced the report and asked Members to review work conducted in 2020 – 2021 and highlight any areas for continued review and agree and set its priorities for 2021-2022.

The Corporate Parenting Committee debated the report and in summary, key points raised and responses to questions included:

- Members requested information to be provided in relation to the impact of Covid 19 for Not in Education, Employment and Training (NEET) and Health.

The Corporate Parenting Committee considered the report and **RESOLVED** (Unanimously) to note the contents and agreed the Work Programme for 2021-2022

### **AGREED ACTIONS**

The Corporate Parenting Committee noted the report and:

- I) Agreed to note the 2020/2021 year in review and makes recommendations on the future monitoring of these items where necessary.
- II) Agreed to the priorities, and approve the draft work programme for formal and informal meetings for 2021/22.
- III) Agreed to note the Recommendations and Actions Monitoring Report and considered if further monitoring of these during the 2021/22 municipal year was required.

IV) Noted the Terms of Reference for this Committee as set out in Part 3, Delegations Section 2 – Regulatory Committee Functions, 2.4

In addition, Members asked for further information to be included in reports in relation to:

- The impact on young people Not in Employment, Education or Training (NEET) during the Covid-19 pandemic; and
- The impact of the Covid-19 pandemic on the health of children and young people in care.

CHAIRMAN  
Meeting end 19:42

<b>CORPORATE PARENTING COMMITTEE</b>	AGENDA ITEM No. 4
24 NOVEMBER 2021	PUBLIC REPORT

Report of:	Corporate Director People and Communities	
Cabinet Member(s) responsible:	Councillor Lynne Ayres, Cabinet Member for Children's Services, Education, Skills and the University.	
Contact Officer(s):	Myra O'Farrell, Head of Service	Tel. 864391

## **CORPORATE PARENTING CHAMPIONS REPORT - 2021 - 2022**

RECOMMENDATIONS	
<b>FROM:</b> Corporate Parenting Committee Chair	<b>Deadline date:</b> N/A
<p>It is recommended that the Corporate Parenting Committee</p> <ul style="list-style-type: none"> <li>• Notes the content of the report,</li> <li>• Approves the amended Corporate Champion Roles, and</li> <li>• Confirm the appointment of Corporate Parenting Champions to the vacant positions.</li> </ul>	

### **1. ORIGIN OF REPORT**

- 1.1 This report is submitted to Corporate Parenting Committee following the recent vacancies arising from a change in committee membership. In addition, the committee are asked to delete the Effective Care Planning position as the work in this area has been completed and effectively implemented.

### **2. PURPOSE AND REASON FOR REPORT**

- 2.1 This report will allow the Committee to review the current Corporate Parenting Champions positions and allocations, which is in line with the recent Cabinet and Committee changes made.

- 2.2 This report is for Corporate Parenting Committee to consider under its Terms of Reference 2.4.4.6 To appoint elected members as Champions for Children in Care, with the vacant roles being decided and approved by the Committee for the rest of the municipal year. The following amendments to Champion roles for 2021/2022 are as follows:

- i) Support for Care Experienced Young People (Housing, Finance and Asylum Issues)- Councillor Sandra Bond
- ii) 0-25 Education, Employment and Training (including the Combined Authority and Partners) Councillor Sainsbury - Nominated
- iii) 0-25 Physical and Mental Health and Emotional Well Being - Councillor Robinson
- iv) Citizenship, Participation and Leisure Activities – Vacant
- v) Placement Sufficiency and Effective Care Planning - Councillor Jones

- 2.3 The report addresses all areas of the Children In Care Pledge and the Care Leavers' Charter. It specifically addresses the requirement to deliver effective support to Children In Care by

validating and triangulating information to quality assure services.

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. BACKGROUND AND KEY ISSUES

4.1 In July 2021 the Corporate Parenting Committee Champions for 2021 – 2022 were confirmed as:

Champion Role	Councillor
Housing, Finance and Benefits	Cllr Sandra Bond
Education Employment and Training and Access to Higher Education	Cllr Ishfaq Hussain
Health	Cllr Robinson
Recreation and Leisure activities	Cllr Ishfaq Hussain
Effective Care Planning	Cllr Jones

The Corporate Parenting Champion would be responsible for the following:

- a) Meeting with the Lead Officer
- b) Undertaking a site visit
- c) Meeting with a child in care / young person / service user / other officers and discuss their experience of the service for Children in Care
- d) Contributing to a brief report back to the Committee, jointly between Champion and Lead Officer

#### Key Issues

Following a recent change in Committee Membership on 18 October 2021, the opportunity was taken to review the champion titles to provide a more explanatory description of the roles.

It is intended that the Champions appointed at the meeting held on 21 July 2021, would retain their positions.

It should be noted that there have been no nominations to the proposed role of Citizenship, Participation and Leisure activities and members are also asked to nominate to this position. This role will link specifically to the Children in Care Council and the Care Leavers' Forum.

The Committee are asked to consider and approve the amended positions and appoint to the vacant champion roles accordingly.

Champion Role	Councillor
Support for Care Experienced Young People (Housing, Finance and Asylum Issues)	Cllr S Bond

0-25 Education, Employment and Training (including the Combined Authority and Partners)	Cllr Sainsbury - Nominated
0-25 Physical and Mental Health and Emotional Well Being	Cllr Robinson
Citizenship, Participation and Leisure activities	Vacant
Placement Sufficiency and Effective Care Planning	Cllr Jones

The amendment to champion roles and appointments of the Corporate Champions will be confirmed at the Corporate Parenting Committee on 24 November 2021.

## 5. CONSULTATION

5.1 Corporate Parenting Committee members were asked to express an interest in the Champion positions.

## 6. ANTICIPATED OUTCOMES OR IMPACT

6.1 Ensure there is a more robust approach to supporting the experiences of children and young people in order to improve their lives.

## 7. REASON FOR THE RECOMMENDATION

7.1 N/A .

## 8. ALTERNATIVE OPTIONS CONSIDERED

8.1 N/A

## 9. IMPLICATIONS

### Financial Implications

9.1 N/A

### Legal Implications

9.2 N/A

### Equalities Implications

9.3 N/A

### Other Implications

9.4 The appointment of Corporate Parenting Champions provides an opportunity to ensure that the level of service provided to Children in care and care leavers is to the highest standard.

## 10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 None

## 11. APPENDICES

11.1 N/A

<b>CORPORATE PARENTING COMMITTEE</b>	<b>AGENDA ITEM No. 5</b>
<b>24 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of:	Fiona McMillan, Director of Law and Governance and Monitoring Officer	
Cabinet Member(s) responsible:	Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation	
Contact Officer(s):	Karen S Dunleavy, Democratic Services Officer	Tel. 01733 296334

### **CORPORATE PARENTING COMMITTEE MEETING START TIME 2022-2023**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> <i>Fiona McMillan, Director of Law and Governance and Monitoring Officer</i>	<b>Deadline date:</b> <i>N/A</i>
It is recommended that the Corporate Parenting Committee agree the start time for all formal and informal Corporate Parenting Committee meetings for the Municipal Year 2022-23.	

#### **1. ORIGIN OF REPORT**

- 1.1 This report is submitted to the Corporate Parenting Committee meeting following the Full Council decision on 24 July 2019 to allow Committees to decide their own start times for the Municipal Year 2022-23.

#### **2. PURPOSE AND REASON FOR REPORT**

- 2.1 The purpose of this report is to allow the Corporate Parenting Committee to discuss and agree the start times for meetings from the beginning of the Municipal Year 2022-23. The draft schedule of meetings will be agreed at Full Council on either 26 January or 2 March 2022.
- 2.2 This report is for the Corporate Parenting Committee to consider under Council Standing Order section 4.4.1

*The timings of normal committee meetings will be agreed by the committee for the next municipal year in January of the preceding municipal year (or as near to this time as possible).*

#### **3. TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	
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#### **4. BACKGROUND AND KEY ISSUES**

- 4.1 At the Constitution and Ethics Committee on 8 July 2019 the Committee agreed by majority to recommend to Council that all Committees can agree their start times for the Municipal Year 2020-21. This was again agreed by majority at the Full Council meeting on 24 July 2019.
- 4.2 The Council standing orders have been updated to reflect this decision and gives Committees the opportunity to decide their own start time.

- 4.3 In order for the start times to be incorporated into the draft meeting schedule it is important for the Committee to make a decision on this before the January 2022 Full Council meeting.
- 4.4 Council standing orders allow the Committee to agree its start time every Municipal Year, thereby allowing the Committee to change the start times if it is felt that the start time was not suitable.
- 4.5 The Committee will need to decide the best start time and will need to weigh up attendance at meetings and the impact on the Council and members of the public.
- 4.6 The Committee start time over the past three years has been 6.00pm for the formal meetings and informal meetings. The formal meetings are public and the informal meetings are non-public and attended by the Children in Care Council. There is generally no public interest in the formal meetings and there have been no public in attendance recently.

## **5. CONSULTATION**

- 5.1 Consultation has already taken place with the Constitution and Ethics Committee and all Councillors at Full Council.

The members of the Children in Care Council have also been consulted in regards to their preference to the start time of informal meetings.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 It is anticipated that the Committee will agree a start time for both formal and informal meetings for the Municipal Year 2020-21 and this will be proposed as part of the draft meeting schedule.

## **7. REASON FOR THE RECOMMENDATION**

- 7.1 The recommendation allows the Corporate Parenting Committee to debate the start time of the meeting and make recommendations following debate.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 N/A

## **9. IMPLICATIONS**

### **Financial Implications**

- 9.1 There are no financial implications.

### **Legal Implications**

- 9.2 There are no legal implications

### **Equalities Implications**

- 9.3 There are no equalities implications

### **Children in Care**

It is important to seek the Children in Care Council's opinion in order to promote continuity of participation of the young people in care.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 Minutes of the Constitution and Ethics Committee 8 July 2019  
Report to Full Council 24 July 2019



**11. APPENDICES**

11.1 There are none.

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<b>CORPORATE PARENTING COMMITTEE (FORMAL)</b>	<b>AGENDA ITEM No. 6</b>
<b>24 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of: Wendi Ogle-Welbourn	Wendi Ogle-Welbourn, Executive Director, People and Communities, Cambridgeshire and Peterborough Councils	
Cabinet Member(s) responsible:	Councillor Lynne Ayres, Cabinet Member for Children's Services Education, Skills and the University	
Contact Officer(s):	Fiona Van Den Hout, Head of Service Fostering and Supervised Contact	Tel. 01223 518739

## REPORT FROM THE FOSTER CARER COMMITTEE

<b>RECOMMENDATIONS</b>	
<b>FROM: Fiona Van Den Hout</b>	<b>Deadline date: N/A</b>
<p>It is recommended that the Corporate Parenting Committee:</p> <ul style="list-style-type: none"> <li>• Notes the content of this report</li> <li>• Raise any queries they have with the lead officers</li> </ul>	

### 1. ORIGIN OF REPORT

1.1 This report is submitted to the Corporate Parenting Committee

### 2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to inform committee of activity undertaken by the Foster Carer Committee and to update on fostering service developments and in response to the Foster Carer Survey.

2.2 This report is for the Corporate Parenting Committee to consider under its Terms of Reference No. 2.4.4.6 To monitor the quality of care delivered by the City Council and review the performance of outcomes for children and young people in care.

(e) Monitor the ongoing commitment to providing support, training and clarity of expectations to foster carers to achieve excellent and high quality care.

2.3 This reports to the Children in Care Pledge by focussing on respect for children in care and care leavers

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	
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## 4. BACKGROUND AND KEY ISSUES

### 4.1 Overview

The Peterborough Foster Carer Committee (PFCC) met on 17 September 2021 and was also joined by Kevin Arrowsmith, the Chair of the Cambridgeshire Foster Carer Association. The Head of Service, Fiona Van Den Hout, met with the PFCC Vice Chair Mandy Nicholson and the Secretary, Sue Stepney, on 2 November 2021 to review the discussions and action points raised at the meeting.

The Corporate Parenting Committee is also asked to note the resignation of the Chair of the PFCC, Stephen Greene, which was given on the 21 October 2021. The service would like to formally express its gratitude to Mr Greene for the commitment and dedication he has shown to the fostering community in Peterborough during his term as Chair and to the Vice Chair for providing her support to the service during this interim period. The PFCC will be holding its Annual General Meeting on 3 December 2021 where the election of committee officers will take place.

The service has reviewed and collated the themes from the Foster Carer Survey conducted in June and monthly meetings are taking place between the service leads and Chairs of the PFCC and Cambridgeshire Foster Carer Association where the themes will be discussed alongside other key initiatives and service developments.

### 4.2 Peterborough Foster Carer Committee meeting, 17 September 2021:

- 1) The committee welcomed Shalina Chandoo and Marya Ali, children's participation leads who provided a presentation on the Children in Care Council and the Children in Care participation group.

The following points were raised:

- The Committee asked how children and young people in care were informed of the opportunities provided to them. Whilst it was explained that information was provided when a child first comes into care, the Committee felt that for some children it may not be the right time to provide lots of information and it would be better to do this following a period of settling in and adjusting to being in care. The Committee suggestion this could be after six months and the service is pleased to report that this has been actioned at the suggestion of the PFCC.
  - The Chair asked if there as a buddy system in place for children in care and were told that there is no formal system for this but if a child or young person would benefit from 1 to 1 support from another young person this could be arranged.
  - The Committee heard that Peterborough children fostered outside of Peterborough are supported by the participation service. A Committee member asked if children and young people who live in Peterborough and are fostered though other local authorities could attend, it was confirmed this was not currently possible but would be considered.
- 2) The Chair provided an overview of the recently conducted Foster Carer Survey, a key finding being that social workers are under a lot of pressure and Foster Carers and children are experiencing some changes in their Social Worker which makes it difficult to build working relationships.

The service acknowledges that there has been some instability within the team that supports Peterborough Foster Carers earlier this year. The service is pleased to report that the team has recently welcomed a new permanent Social Worker and a new interim Social Worker who is covering maternity leave and is now fully staffed. The service is

also pleased to report that it has had some success with Social Work recruitment and crucially the function that supervises and supports Foster Carers is now fully staffed. Recruitment to the remaining vacant posts elsewhere in the fostering service is a priority however, the service is experiencing the same challenges in Social Worker recruitment as the wider system is experiencing and it is slower than hoped. The fostering service will ensure any cover arrangements are communicated in a timely way to Foster Carers.

- 3) The committee discussed care experienced young adults over the age of 18 who are living with Foster Carers under a Staying Put arrangement. The committee raised that Foster Carers would like more information about the young person's plan and to improve communication with the young person's Personal Advisor. The Committee also had a number of questions in regard to support provided to young adults in Staying Put arrangements and the service agreed to introduce the PFCC to the new Lead Service Manager for Leaving Care, Lisa Spencer, so that the Committee can invite her to a meeting in the future.
- 4) The Committee raised that when a Social Worker leaves the fostering service or Peterborough Council, they should be asked about what was good about their job and what was difficult, so that the Council could learn from feedback. The Committee was concerned that Foster Carers who feel unsupported may choose to transfer to an independent fostering agency. The Committee also noted that experienced Foster Carers have acted as Mentors to new Foster Carers who have had challenging experiences caring for children. The Committee suggested they could reach out to Foster Carers with an offer of support and the Foster Carers Handbook could provide more information about the PFCC to new Foster Carers.

The service requested that the PFCC review the information provided about the Committee to new carers and would welcome inclusion of this within the new Foster Carer Handbook that will be launched shortly. The service also confirmed that whilst no Peterborough fostering households have transferred last year or so far this year to an independent agency, there is a need to build a stronger support offer for our carers which was also raised in the Foster Carer Survey and is an area of focus for the service.

The service will do this by:

- Focussing on the support offer to Foster Carers alongside the Children's Social Work Teams, for example the Stability Meeting process to support care arrangements when they are fragile has been reviewed by colleagues in Corporate Parenting so that the right support approach across the wider system is offered at the right time to carers.
- Routinely investigating the circumstances behind care arrangements that end in an unplanned and often distressing way for children, to ensure that learning feeds into supervisions with staff and with fostering households.
- Working to resolve carer dissatisfaction as soon as it arises and the service has introduced a clear process for Supervising Social Worker's to support escalation of any concerns that Foster Carers may have with their line manager and, if necessary, the Service Manager for the Support and Supervision function will also provide support to resolve.
- Monitoring all feedback, positive and negative, and the service has introduced an exit interview process for when Foster Carers notify the service of their decision to resign. This will ensure lessons are learned within the service. A quarterly service newsletter has also been introduced which will highlight

learning from service audit activity as part of the Fostering Audit Programme introduced in September. The service confirmed that Peterborough City Council does offer exit interviews to all staff who are leaving.

- Reviewing all Support Group arrangements held in Cambridgeshire and Peterborough over the coming months to ensure they are purposeful, informative, and supportive. A number of Foster Carers have said that they would be willing to share their experiences of fostering at Support Groups to provide advice but also to improve the confidence of carers. Progress in regard to this review will be discussed at the monthly meetings with service leads and Chairs.
  - Improving the support to Foster Carers subject to allegations. All Foster Carers who are subject to allegations are offered independent advocacy and advice through Foster Talk. However, in acknowledging that this process can be isolating and distressing, the service is also exploring with the PFFC and Cambridgeshire Foster Carer Association how the emotional health and well-being of Foster Carers can be better supported. Whilst ensuring the timely conclusion of the allegation process is a priority for the service, the service also considers that during this time Foster Carers would benefit from a more formal support offer from Foster Carer Mentors, and this will be included within the revised Mentorship Framework which the service will launch in November.
  - Reviewing the out of hours support line arrangements for Foster Carers, which is predominantly provided by Supervising Social Workers. The service has received feedback from Foster Carers as to how valuable they have found this resource which is in addition to the Council's Emergency Duty Team (also available to Foster Carers) which operates after office hours, seven days a week. The service's strategic direction is to have a combined support line offer across both Councils which is responsive and also sustainable for the service.
- 5) The Committee noted that some Foster Carers continue to experience challenges with setting up savings accounts for the children they are looking after. The service confirmed that the saving and pocket money policy review is in progress and a meeting with the Liaison Officer for the Junior ISA and Child Trust Funds Accounts has been arranged week commencing 15 November 2021.
- 6) The Committee noted that there needs to be clear financial information for Foster Carers in relation to the Foster Fees paid in both Councils and additional allowances paid to Foster Carers, such as mileage and expectations around pocket money and savings. The Committee also requested clarification on how Foster Carers progress through the Accreditation Levels (skills level matrix). The service confirmed that Fostering Fees were aligned across both Councils in September 2020 and the consultation on additional payments to Foster Carers has been launched. The consultation process will conclude in December 2021. In addition, the Accreditation Framework has been revised and will be shared with Foster carers shortly.
- 7) The Committee requested confirmation that the service was acknowledging the commitment and dedication of Foster Carers who have provided care for Peterborough children for substantial periods of time. The service confirmed that it has acknowledged two fostering households this month who between them have cared for children for seventy years. Both carers received a visit from the Assistant Director, Ricky Cooper, and they were presented with an engraved vase as a gesture of the Council's appreciation.

- 8) The Committee was keen to ensure that arrangements for the Christmas Party, for children cared for by Foster Carers, and the Christmas Pantomime would proceed as planned. The service has confirmed that arrangements have been agreed and staff within the service will support with refreshments. The service and Chair of the Committee agreed to meet in Spring to review and agree the event diary for the coming year.

**4.3 Update on Foster Carer Survey**

In line with the subcommittee theme on education, the below table details the thematic responses received in the Foster Carer Survey relating to training and how the service has used the feedback to develop the training offer to Foster Carers:

<b>Foster Carers told us:</b>	<b>The Fostering Service responded:</b>
<p data-bbox="256 658 793 719"><b>We need to improve and provide a more in-depth skills to foster training</b></p> <p data-bbox="256 1122 793 1182"><b>New carers need a better training programme when newly approved</b></p> <p data-bbox="256 1738 793 1798"><b>Experienced carers want more in depth therapeutic training</b></p>	<p data-bbox="815 658 1433 1055">The Skills to Foster training programme has been refreshed to include additional content relating to therapeutic parenting and also updated concepts and terminology to reflect society today. E-learning modules (for example Internet Safety and Health and Nutrition) have been introduced as well as Discussion Forums with experienced carers. Pre-approval training will continue to be reviewed by the training focus group which includes Foster Carer representation and attendance from workforce development. The aim is to improve the preparation and confidence of carers, so they are able to care for the children we need them to when approved.</p> <p data-bbox="815 1084 1433 1357">The service has developed a first year of fostering framework called ‘Next Steps’ which as well as carers being able to attend generic training also includes practical information Foster Carers need when their first child comes to live with them and a bespoke series of workshops which include child development, managing behaviours toolbox, Diversity &amp; Identify- inclusive fostering and Looking after Yourself &amp; Building Resilience.</p> <p data-bbox="815 1391 1433 1664">The Mentoring Scheme has been revised to provide a combined Mentorship Framework and will be launched in November. All new Foster Carers will be matched with a Mentor during their pre-approval journey. The service will also be offering Mentors Mentorship training through Cambridgeshire Skills and training on allegations as the service recognises that some Foster Carers would benefit from a Mentor when subject to investigations.</p> <p data-bbox="815 1697 1433 1939">The service is piloting membership for 15 households to the National Association of Therapeutic Parenting. Members can access resources, forums, peer support, 1:1 consultation and much more. The pilot will be evaluated alongside Foster Carers in January 2022 and if the outcome is favourable, the service hopes to build on the offer of membership.</p> <p data-bbox="815 1973 1433 2092">The service has also commissioned a 6 week Parenting Therapeutically course. So far 10 fostering households have attended the training with a further 20 households booked to attend.</p>

<p><b>Foster Carers would like more specialised training for carers looking after children with disabilities and complex health needs</b></p> <p><b>Foster Carers would like specific training to support them with managing challenging behaviours and more in-depth training that focuses on practices and tools to change carers parenting approach. Foster Carers would also like more training targeted at looking after older children and teenagers which is co delivered alongside carers who already care for this age range and training that focusses more on practical skills and theory-based practices</b></p> <p><b>Foster Carers want us to provide more training that is face to face rather than e learning/virtual and a mixture of courses that are run during the week when children are at school, in the evenings and at weekends</b></p> <p><b>Foster Carers value experienced foster carers attending training to share their experiences and positive examples so others can learn</b></p> <p><b>Foster carers would like care experienced young people to be involved in training sessions with new and existing carers</b></p> <p><b>Foster carers told us that the TSDS document is too onerous and asked us to explore whether there are better ways of supporting carers to complete it</b></p>	<p>The service is developing this offer with colleagues in the 0-25 service and a Foster Carer from Peterborough has offered to co facilitate training. This year the service has also commissioned 'Think Autism' training which is a combination of training and discussion groups. Where needed, specialist training is arranged with the relevant health professionals for a specific child.</p> <p>The service is working alongside commissioning and Early Help colleagues to develop a bid to the Youth Endowment Fund aiming to provide an evidenced based Triple P Parenting Programme suited to Foster Carers with the goal of increasing knowledge, skills and confidence and reducing the prevalence of mental health, emotional and behavioural difficulties in children and adolescents. A Positive Behaviour Support training course has run twice so far this year.</p> <p>The service has just delivered its first hybrid Skills to Foster training, which was a mixture of face-to-face training on a Saturday and virtual training in the evenings. The service does recognise the importance of new carers meeting other carers but finding suitably large training venues remains a challenge due to Covid restrictions.</p> <p>The service is hoping to invite experienced carers to co-facilitate the Next Steps workshops, experienced carers already support training courses such as 'Moving Children on to Adoption' and Skills to Foster attendees value learning and talking with the approved foster carers who attend.</p> <p>The Skills to Foster training includes care experienced young people joining for some of the course. The service will continue to explore opportunities with colleagues in the participation team to build on this.</p> <p>Training Support and Development Standards (TSDS) are a required set of Standards defined by the Department of Education which mainstream Foster Carers are expected to evidence completion of within a year of being approved. The TSDS workbook is understandably thorough but the service will undertake a review in early 2022 to explore how the workbook can be made more accessible.</p>
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## 5 CONSULTATION

5.1 N/A



## **6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 Foster carer views will feed into the key priorities of the service

## **7. REASON FOR THE RECOMMENDATION**

7.1 Corporate Parenting Committee members have a duty to review the performance of Children's Social Care.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

8.1 N/A

## **9. IMPLICATIONS**

### **Financial Implications**

9.1 There are no financial implications associated with this report

### **Legal Implications**

9.2 There are no legal implications associated with this report

### **Equalities Implications**

9.3 There are no equalities implications associated with this report

### **Rural Implications**

9.4 There are no rural implications associated with this report

### **Children in Care Implications**

9.5 This report relates to the services provided for children in care and care leavers and ties into the Pledge and Charter that the local authority respects the differing wants and needs for all.

### **9.6 Carbon Emissions Implications**

No impact has been identified.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 N/A

## **11. APPENDICES**

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<b>CORPORATE PARENTING COMMITTEE</b>	<b>AGENDA ITEM No. 7</b>
<b>24 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of:	Lou Williams, Director of Children's Services	
Cabinet Member(s) responsible:	Cllr Lynne Ayres; Cabinet Member for Children's Services Education, Skills and the University	
Contact Officer(s):	Shalina Chandoo, QA Lead	Tel. 01733 452540

## **CHILDREN IN CARE COUNCIL PARTICIPATION REPORT**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> <i>Nicola Curley, Assistant Director Children's Services</i>	<b>Deadline date:</b> <i>N/A</i>
<p>It is recommended that the Corporate Parenting Committee:</p> <ol style="list-style-type: none"> <li>1. <i>Notes the content of the report.</i></li> <li>2. <i>Raise any queries they have with the lead officers.</i></li> </ol>	

### **1. ORIGIN OF REPORT**

1.1 This report is submitted to each formal and informal Corporate Parenting Committee.

### **2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to provide an update from the Children in Care Council and participation services.

2.2 This report is for the Corporate Parenting Committee to consider under its Terms of Reference:

2.4.4.1 To act as advocates for looked after children and care leavers.

2.4.4.6 To monitor the quality of care delivered by the City Council and review the performance of outcomes for children and young people in care.

*(a) Raise the profile of the needs of looked after children and care leavers through a range of actions including through the organising of celebratory events for the recognition of achievement.*

*(b) Ensure that leisure, cultural, further education and employment opportunities are offered and taken up by our looked after children and care leavers.*

*(c) Promote the development of participation and ensure that the view of children and young people are regularly heard through the Corporate Parenting Committee to improve educational, health and social outcomes to raise aspiration and attainments.*

*(d) Hold meetings with children and young people in care, frontline staff and foster carers to inform the committee of the standards of care and improvement outcomes for looked after children.*

2.3 This report links to the Children in Care Pledge under:

*1. Respect - We will respect you as individuals, with differing wants, needs and beliefs and tailor the service you get to fit you.*

*5. Listen – We will support you to have a voice in your care plan and make sure you are listened to. We will ensure you know how to make a complaint or compliment about your care. You will have access to advocacy support to do this if wanted.*

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	
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### 4. **BACKGROUND AND KEY ISSUES**

4.1 The Participation Team continues to promote opportunities for children and young people through regular newsletters, as well as creating event-specific publications to encourage engagement. Recent newsletters have encouraged young people to get involved in the new Young Inspectors group.

4.2 The Participation Team worked with Cambridgeshire County Council colleagues to organise two activities in the October half term for Children in Care. The first event was a day at Burwell House TV Studio, where young people were able to learn some of the skills required to create their own videos. The theme chosen by the Children in Care Councils for the activity was an ideal Foster Carer, and young people took the opportunity to share experiences of where a Foster Carer supported them, encouraged them to try something new, and the activities they enjoyed with their Foster Carers. These reflections will be used to create training materials for Foster Carers, alongside similar resources being created by the CiCC for Social Workers, IROs and Designated Teachers.

4.3 A virtual activity for Children in Care who live at a distance or who prefer online activities was also arranged in the October half term. This was a Halloween themed online ‘Spooktacular’ party involving an escape room activity, with goody bags sent to participants in advance with craft items and treats. Attendees also spoke about what made an ideal Foster Carer, ensuring that all children and young people were able to contribute their feedback, whether they attended a face to face or virtual session.

4.4 Following the success of last year’s Virtual Art Exhibition, the Participation Team invited young people from across Peterborough and Cambridgeshire to send in artwork for this year’s exhibition. The exhibition premiered on YouTube (<https://youtu.be/9fR0kBHUVyU>) on Friday 29 October, showcasing the latest masterpieces from our creative and talented young people.

4.5 The Children in Care Council (CiCC) continue to meet in person and members have reported that they are happy to be able to meet face to face. Recruitment to the CiCC is ongoing and we now have nine members.

4.6 The CiCC continues to be consulted by Children’s Social Care and other agencies to improve services for Children in Care. Recent consultations have included working with the Virtual School to launch a logo competition to replace their existing logo.

4.7 Members of the CiCC attended a regional youth voice conference hosted by the British Youth Council, alongside the Peterborough Youth Council. During the day, they participated in a

mental health workshop, which is a current UK Youth Parliament priority, and attended a panel discussion with politicians including MPs and London Assembly Members.

- 4.8 The CiCC were invited to the Undercroft, a pop-up venue based in Hampton, to take part in a workshop which included an outline of the play 'The IT'. The play's narrative has an underlying theme of mental health issues for the main character, and filmed extracts of the original work were shared and themes from the play were used to generate discussion and share perspectives. This visit will contribute towards the CiCC's ongoing mental health project, and the CiCC plan to invite Councillor Robinson to an upcoming meeting to discuss mental health services for children.
- 4.9 The CiCC has been looking at the Corporate Parenting Committee Champion roles and have asked that each champion completes the CiCC's councillor profile to help them get to know them better.
- 4.10 Members of the CiCC met with reviewers as part of the government's independent review of Children's Social Care in October. CiCC members discussed their experiences of care, how it's perceived at school and their relationships with carers and professionals who work with them, sharing what's going well and also making suggestions for improvement. CiCC members were also able to share some of their projects including the reasons behind their launch of the coming into care pack and their current mental health project.
- 4.11 The Children in Charge Youth Club continue to meet during term time. The current venue for the Youth Club has a large outdoor space, and children and young people made the most of it by playing games and sports in the space, as well as using the indoor space for art and craft activities. Activities have included making rangoli art using stencils, painting trinket boxes and team games. The group discussed what activities they would like to include in future sessions and attendees have commented that they find the Youth Club fun and a great way to make new friends.
- 4.12 The Young Recruiters Group continue to be actively involved in recruitment and have recently taken part in interview panels for the appointment of a Specialist PA in the Leaving Care Team.
- 4.13 The Young Inspectors met face to face as a group in October to start their project on inspecting Supervised Contact Centres across Peterborough and Cambridgeshire. The group used a video tour of the first location to complete their review, while other inspections will be in person. The Young Inspectors came up with creative ideas on how the centre could be improved, to ensure young people get the most out of their family time at the centres. Once all visits have been completed, the Young Inspectors will write their report, detailing their recommendations on how to ensure the supervised contact centres are meeting the needs of the children and young people that use them.
- 4.14 In October young people delivered training to prospective Foster Carers as part of the Fostering Team's training course for prospective carers. The young people were supported by the Participation Team to facilitate an activity looking at Foster Carer skills and attributes and went through scenarios with the group on how to help young people settle into new placements. The young people's input ensured the training was meaningful and relevant, and they received glowing feedback from attendees and the Training Lead.

## **5. CONSULTATION**

- 5.1 This report was completed in consultation with members of the Children in Care Council.

**6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 Improved engagement with Children in Care and Care Leavers.

**7. REASON FOR THE RECOMMENDATION**

7.1 N/A

**8. ALTERNATIVE OPTIONS CONSIDERED**

8.1 There are no changes required.

**9. IMPLICATIONS**

**Financial Implications**

9.1 *There are no financial implications.*

**Legal Implications**

9.2 *There are no legal implications, as the report is for information only.*

**Equalities Implications**

9.3 Participation is an essential service for Children in Care and Care Leavers and this report demonstrates the level of participation in various events and activities.

**Carbon Impact Assessment**

9.4 There are no recommendations contained within this report, so there are no implications to carbon emissions. Progress has been made recently as the new venue for Children in Care Council meetings is centrally located, more young people have been able to use public transport to travel to meetings. However the Children in Care Council meetings and activities which were previously held remotely during COVID-19 lockdown restrictions have been held face to face since May 2021, and so travel emissions are likely to have risen.

**10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 N/A

**11. APPENDICES**

11.1 N/A

Corporate Parenting Committee	AGENDA ITEM No. 8
<b>24 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of:	Executive Director, People and Communities Wendi Ogle Welbourn	
Cabinet Member(s) responsible:	Councillor Ayres Cabinet Member for Education, Skills and the University	
Contact Officer(s):	Dee Glover Headteacher Peterborough Virtual School for CiC	Tel. 07917133152

## **ANNUAL REPORT OF PETERBOROUGH VIRTUAL SCHOOL FOR CHILDREN IN CARE 2019-2020**

RECOMMENDATIONS	
<b>FROM:</b> Executive Director, People and Communities, Wendi Ogle Welbourn	<b>Deadline date:</b> N/A
<p>It is recommended that the Corporate Parenting Committee:</p> <ul style="list-style-type: none"> <li>• Notes the content of the report.</li> <li>• Raise any queries they have with the lead officer.</li> </ul>	

### **1. ORIGIN OF REPORT**

1.1 This report has been requested by members of the Corporate Parenting Committee.

### **2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to inform on the activity of the Virtual School (VS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic year 2019/20. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who had been in the care of Peterborough City Council for a year or more on 31 March 2020.

2.2 This report is for the Corporate Parenting Committee to consider under its Terms of Reference No. 2.4.4.6, cPromote the development of participation and ensure that the view of children and young people are regularly heard through the Corporate Parenting Committee to improve educational, health and social outcomes to raise aspiration and attainments.:

Education, including:

- a) University and higher education.
- b) Youth service.
- c) Careers; and
- d) Special needs and inclusion.

2.3 This report links to Corporate Priority 2.2:

To promote high aspirations, and seek to secure the best outcomes, for those children and young people

2.4 This report links to the Children in care Pledge?

This links to the Children in Care Pledge under:

1. **Respect** - We will respect you as individuals, with differing wants, needs and beliefs and tailor the service you get to fit you.

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	n/a
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### 4. **BACKGROUND AND KEY ISSUES**

- 4.1 The annual report attached at Appendix 1 includes information on the work that has been undertaken by Peterborough Virtual School in the period September 2019-July 2020. It includes information on attainment, inclusion, quality of provision, Personal Education Plans (PEPs), Pupil Premium Plus and the function of Peterborough Virtual School Priorities for 2020-21.

Members are requested to note the contents of the report.

### 5. **CONSULTATION**

- 5.1 N/A

### 6. **ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 Corporate Parenting Committee have the Annual Report on the attainment of CiC, as well as the issues that can inhibit progress, and the emotional wellbeing of children. This ensures that Committee members are informed but can also challenge where necessary.

### 7. **REASON FOR THE RECOMMENDATION**

- 7.1 The report is for information only.

### 8. **ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 There are no alternative options to be considered.

### 9. **IMPLICATIONS**

#### **Financial Implications**

- 9.1 None

#### **Legal Implications**

- 9.2 None

#### **Equalities Implications**

- 9.3 None

#### **Rural Implications**

- 9.4 None



## **Carbon Impact Assessment**

- 9.5 I have considered the Carbon Implications in respect of this report and consider there to be a neutral impact.

## **Implications for Children in Care and Care Leavers**

- 9.6 The implication for children in care and care leavers is that they can be confident that PVS will provide the highest level of support in whatever area ensuring they have every opportunity to reach their potential, whatever that might be.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 N/A

## **11. APPENDICES**

- 11.1 Appendix 1 – Peterborough Virtual School Annual Report 2019-2020

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Peterborough Virtual School



# Peterborough Virtual School

## Virtual School Head Teacher Report

With contributions from:

**Dr Chloe Marks – Specialist Education Psychologist**  
**Nichola Phillips - Primary Maths and Forest School Lead**  
**Jan Tate – Primary Literacy Lead**  
**Faith Dakin – Secondary HLTA**  
**Mohammed Sarfraz – Post 16 Coordinator**

**Peterborough Children in Care**  
**Academic Year 2019 / 20**

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## 1 Context

Local authorities and their directors of children's services are the corporate parents for Children in Need (CIC); they have a statutory responsibility to promote the educational achievement of the children they look after, regardless of where they are placed.

Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Service Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher (VSH) is line-managed and supported by the Service Director of Education for Peterborough and Cambridgeshire and reports to Corporate Parenting Panel and Corporate Parenting Board. The VSH is Dee Glover who has been in post since November 2013.

## 1.1 Purpose of the report

The purpose of this report is to provide information on the activity of the Virtual School (VS) for the academic year 2019-2020. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. It is a very different report to previous years with no end of key stage data reported. However, it does give the opportunity to celebrate the resilience and resourcefulness of our children and young people who during unprecedented times have retained a sense of purpose and indeed humour, maintaining relationships with school staff, peers and carers and doing their best to continue to learn. We can also give a greater insight to the day-to-day work of PVS and the changes we made in response to the impact of the pandemic.

It has been a challenging year for us, our children and young people, schools, carers and social workers. Throughout we have strived to ensure that our children and young people have been supported to continue to learn but have also been mindful of their emotional health. Sustaining care placements and relationships at home have been as, and sometimes more, important than maintaining academic progress.

There is no key stage data available because, as a result of the COVID pandemic, formal examinations and assessments did not take place in 2020 and grades were based on a range of information including teacher assessments. In addition due to school closures in the second half of the spring term 2020 and the following summer term 2020 we have limited progress data. We are reliant on attainment data gleaned from Personal Education Plans (PEPs) completed in March 2019 to determine progress and are working with schools to establish what support individuals will need to recover from lost learning.

The Department for Education has been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training, and aggregated data should not be used for comparisons or performance benchmarking. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2020 data. Therefore, in line with these recommendations, no aggregated data or comparisons are included in this report. This allows for more focus on individuals, including those young people whose achievements may not have been evidenced in formal examination or assessment outcomes but who have, nonetheless, achieved significantly when considering their wider context

## 2 Role of the Virtual School

The Virtual School should be evaluated by the extent to which it contributes to diminishing the difference between the outcomes of CIC and all children locally and that CIC do at least as well as CIC nationally. We strive to achieve this by:

- Co-ordinating and quality assuring all PEPs
- Monitoring and challenging schools to make the most effective use of the Pupil Premium Plus Grant
- Tracking academic progress, attendance, and exclusions of CIC
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and challenging their settings to provide them with additional support
- Ensuring Special Education Needs or Disability (SEND) needs are identified and supported appropriately with an integrated plan
- Providing support and challenge to schools to ensure that academic standards are raised for CIC
- Ensuring effective transition between schools or specialist providers
- Encouraging a culture that supports our young people to have high aspiration about their futures and removes barriers to progression onto further education
- Leading training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools
- Celebrating CIC achievements and ensuring schools and carers do the same
- Supporting the delivery of the Children in Care Pledge
- Providing advice and guidance to support the education of children previously in care

## 2.1 Structure of the Virtual School – September 2019

<b>PCC staff</b>
Virtual School Head Teacher
Primary Education Coordinator
Secondary Education Coordinator
Post 16 Education Coordinator
Education Advisor for Children Previously in Care
<b>Pupil Premium Funded Posts</b>
Secondary Support Teacher – in partnership with Ormiston Bushfield Academy
Specialist Teacher of Maths Primary and Forest school Leader – in partnership with Ravensthorpe Primary
Specialist Teacher of Literacy Primary – in partnership with Nene Valley Primary
Early Years Advisor – (commissioned from Early Years Team)
Specialist Educational Psychologist
Business Support Officer – additional hours
Primary Higher Level Teaching Assistant (HLTA) – in partnership with Nene Valley Primary
Secondary HLTA – in partnership with Ormiston Bushfield Academy

The Peterborough Virtual School aims to achieve improvements to the educational outcomes of CIC through a school improvement model. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings. Additional expert staff provide interventions for individual children who are identified as requiring support with learning or self-regulation.

## 2.2 Peterborough Virtual School Covid – 19 Response

In addition to business as usual we issued, in conjunction with CVS, immediate and ongoing guidance for foster carers and social workers to support them with accessing school places for those children requiring the service and those eligible within the 'vulnerable' group. In addition, we provided advice and guidance to designated school staff on the bespoke Covid -19 Summer Term Personal Education Plan and process. We established a consultation phone line for all stakeholders with our PVS Specialist Education Psychologist, acknowledging heightened anxiety for some carers, children and colleagues. Our work continued with those children and young people already identified by the PVS Intervention team to sustain learning momentum and we continued to fund online tuition sessions from an external provider for children and young people. For those carers needing support with home learning we provided a resource guide to supplement work provided by schools and offered advice. Where possible we held weekly virtual KIT meetings with designated school staff to monitor well-being of those children attending school and to challenge where the learning offer was not of an acceptable standard.

We collected attendance data alongside our external attendance service checking whether any children and young people needed equipment to be able to work effectively at home and that those children needing to be in school were able to attend. There were two instances of challenge required to increase the time offered. The importance of our role was evident when children needed to change schools during closures due to care placement moves. This was a challenge, but we ensured that the school previously attended by the child continued to provide work until a new setting was sourced, facilitated applications to new schools by those with parental responsibility and attended initial PEP meetings. As usual, we attended transition PEP meetings in the summer term for Early Years, Year 6 and 11 pupils and facilitated additional transition opportunities for the more vulnerable. To complete the year and being mindful of a different ending to KS2, we provided a Year 6 end of primary school pack, including a letter, a certificate, book, activities and equipment. For Year 11 pupils, most of whom had ended their education on 20<sup>th</sup> March, we provided a Year 11 end of KS4 acknowledgment letter and signposting booklet and reminded them of our continued support. For those unsure of the way forward this provided reassurance and resulted in a renewed effort by those destined to be NEET.



### 3 Cohort Characteristics (mid-year April 2020)

Peterborough Virtual School (April 2020)	Pupils	% of Total
Total number on school roll (pre-school to Year 13)	327	100%

EHCP or Statement of SEN	80	24.5%
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*Pupils with 1 or more Fixed Term Exclusion Recorded	17	5.2%
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*\*53 Days over 56 instances (due to COVID-19 only 2-Terms are recorded)*

**Unaccompanied Asylum Seeking Children (UASC)	25	7.6%
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*\*\*22 are Post 16 students, 1 is Year 10 and 2 are Year 11 pupils*

Number of Schools/education Settings attended	163	
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Male	193	59.0%
Female	134	41.0%

Ethnicity - White British	208	63.6%
Ethnicity - Not White British	119	36.4%

Academic Year Groups	Pupils	% of Total
Pre-school	13	4.0%
Reception	15	4.6%
Year 1	5	1.5%
Year 2	11	3.4%
Year 3	11	3.4%
Year 4	16	4.9%

Year 5	20	6.1%
Year 6	17	5.2%
Year 7	31	9.5%
Year 8	27	8.3%
Year 9	21	6.4%
Year 10	26	8.0%
Year 11	38	11.6%
Year 12	64	19.6%
Year 13	12	3.7%

The PVS roll is ever changing with children entering and leaving care on a daily basis. In general, there are a greater proportion of children and young people who are in the secondary phase, than are in the Pre-school and Primary phases.

The profile of pupil placement is more or less identical to last year with 70% of children placed within 20 miles of the city.

## 4 Training

The Virtual School is committed to developing the practice of professionals working with CIC so that they have the relevant knowledge, information and skills to enable them to fulfil their role in contributing to educational outcomes and raising aspirations. This has contributed to an improvement in the quality of PEPs and a greater understanding of the importance of advocacy on the part of carers. Social workers are actively involved in the PEP process and more confident in challenging around Pupil Premium as an example. Going forward much of our training will be online to facilitate attendance at a time convenient to the target audience, but we very much are looking forward to some face to face gatherings in the future.

## 4.1 Designated Teacher Training

Training sessions for new to the role Designated Teachers, both in and out of city, addressing PEP completion specifically but also the wider role required are provided regularly. The sessions aim to equip school professionals with the necessary skills to maximise the achievement of children in care through excellent education planning. From March 2020 training moved online with training videos for PEP completion available. PVS staff supported both new and current Designated Teachers to manage support for children during school closures, and the completion of the newly created Covid 19 summer term PEP. Our Education Psychologist also offered additional consultation sessions as support, specifically during school closures.

## 4.2 Social Worker Training

New social workers are referred to the VS for training in the completion of PEPs and other matters relating to education. To improve the offer, and maintain high levels of compliance and quality, fortnightly PEP clinics are held with VS staff available for training support and advice. Training has been provided by the Statutory Assessment and Monitoring Service to share the processes of requesting and securing an EHCP when required. This is particularly pertinent when children with an EHCP move to out of city schools following a care placement change.

## 4.3 Foster Carer Training

Whilst no direct training took place, support and resource packs were provided during school closures. Training will now be delivered on-line and we are currently developing our programme with Cambridgeshire Virtual School and the Fostering and Adoption service.

## 4.4 School Governor Training

Training for Governors scheduled for March 2020 was postponed. Subsequently this training will now be offered in conjunction with Cambridgeshire Virtual School as an online programme, accessible at all times for study when convenient. Designated Governors will have an understanding of their role as advocates for CiC and previously CiC, and will be able to challenge head teachers.

## 4.5 Connected Communities Project

In September 2019, Peterborough Virtual School began Phase 2 of its Attachment Aware Schools Project. This has now been rebranded as the Connected Communities project in line with current evidence on trauma-responsive practice. 11 schools joined Phase 2 of the project and have participated in 4 out of 6 training days. The remaining two training days were delayed by a term due to circumstances stemming from the pandemic. Each school has two or three members of staff that attend the training. Knowledge is then disseminated and interventions are embedded by attendees, via a whole school approach. The evaluation data from the first four training days is reported below.

The following table shows a sample of comments from school staff attending the Connected Communities training so far:

Training day	Theme of training	Comment
Day 1	Introduction to the project	Clear information and guidance given so our school can move forward.
Day 1	Introduction to the project	Reflection, awareness of school approach, clearer focus of what we intend to do and how we aim to get there has been very effective.
Day 2	Attachment and developmental trauma	Useful handouts to use in my setting, better knowledge of attachment strategies.
Day 2	Attachment and developmental trauma	Identification & strategies of attachment documents are really valuable resources.
Day 2	Attachment and developmental trauma	It has been very helpful!
Day 3	Emotion Coaching	Interesting, relevant, valuable!
Day 3	Emotion Coaching	Brilliant, enjoyed the training, excited to be taking it back!
Day 3	Emotion Coaching	Fantastic, so practical.
Day 4	Safety and regulation	Developmental trauma information is extremely interesting and safety dependent analysis will help us with our project.
Day 4	Safety and regulation	Interventions which develop children's feeling of safety has been really effective.

In addition, the 11 schools have each planned and are carrying out individual action research projects which focus on school development areas identified from their own attachment aware audits/school development plans. The following research areas are being evaluated:

Project area	Number of schools
The impact of safe spaces on children	3
The impact of attachment aware training on parents	1
Evaluation of attachment aware mentoring on children's emotional literacy skills/engagement	2
The impact of whole school training on staff practice	3
The impact of an Attachment Aware Policy on staff practice	1
Evaluation of an SEMH intervention on children's self-regulation skills	1

The schools will be completing their action research projects and reporting their findings by January 2022.

## 5 Interventions by PVS specialist staff

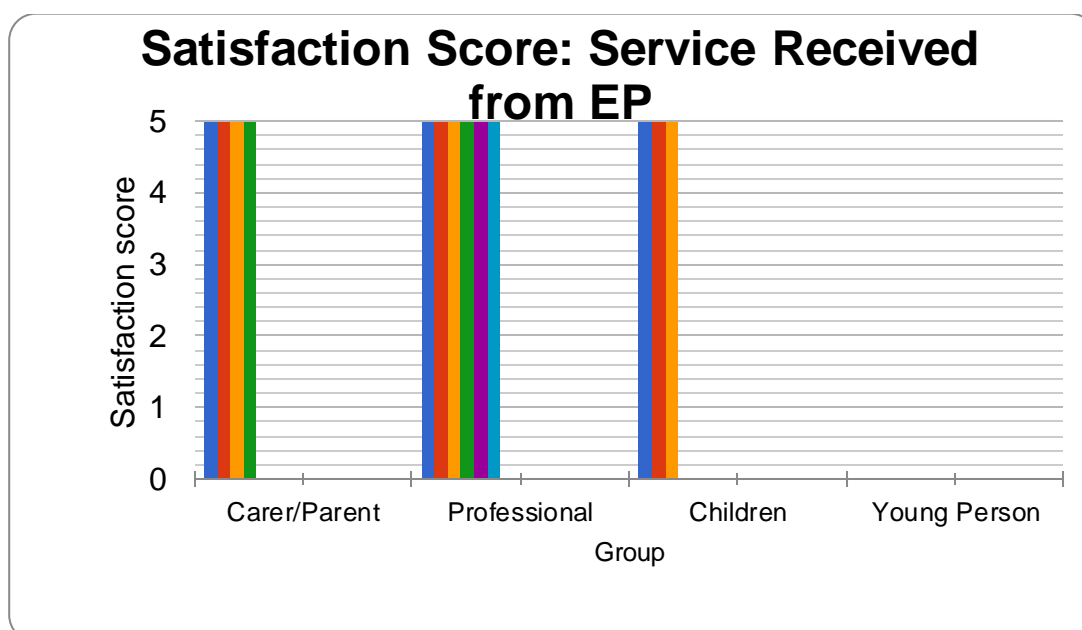
### 5.1 Educational Psychology

Between September 2019 and August 2020, there has been Educational Psychology (EP) involvement for 30 children in care. The pie chart shows the breakdown of casework by the Educational Psychologist for Children in Care in the academic year 2019-2020 and indicates the type of activities undertaken to support Peterborough children in care. Many of the children have had multiple types of involvement (e.g. consultation and individual assessment/consultation and review meeting) and/or several involvements over time.

Table 1

Type of involvement during the Academic Year 2019-2020	Number of involvements
Assessment (including observation and consultation)	14
Consultation	2
Review meeting	10
Professional meetings including (EHCP reviews and PEPs)	9
Transition planning	3
Covid-19 phone consultations with carers	4
Covid-19 emails to support carers/social workers	2
Total number of children who received Educational Psychology involvement	30

Table 2



The above table indicates that all respondents evaluating Educational Psychology involvement rated their satisfaction at a level of 5 (very high).

## Review of involvement comments from professionals/carers

Reviews of children's progress following Educational Psychology involvement are undertaken at least one term later. Some children require multiple reviews of progress.

From analysis of the review meeting records, the following themes in terms of impact and outcomes from involvement have been identified: developing children's attention skills, building self-regulatory skills, aiding their educational progress and promoting their engagement with school and learning.

The table below shows a sample of comments which were received during review meetings following Educational Psychology involvement.

Table 3

Role	Comment
Head Teacher	'X stays on the carpet now for more than 10 minutes and her attention is sustained on tasks for half an hour.'
Designated Teacher	'X is using regulation strategies like mindful colouring and putty'
Carer	'X appears less anxious at home.'
Designated Teacher	'X is not asking to come home from school now.'
Designated Teacher	'X is engaging with her timetable.'
Head Teacher	'X continues to do really well with his learning.'
Designated Teacher	'We are implementing all of the strategies. X is doing really well now ... managing in school.'

### Covid-19 Support

An Educational Psychology consultation service has been offered on a weekly basis to carers and supporting professionals of children in care from April 2020 to provide support during the time of the pandemic for home schooling and any social, emotional or mental health difficulties. As shown in Table 1, 6 families have been supported from this service to date.

In addition, The Educational Psychologist for Children in Care contributed to a joint Educational Psychology project with Educational Psychologists across Cambridgeshire and Peterborough Local Authorities to produce three webinars to support recovery for schools following the first lockdown period. The Educational Psychologist for Children in Care also created and disseminated three booklets to support engagement with home schooling for primary age, secondary age and post 16 cohorts. One further booklet was produced to support Designated Teachers in meeting the needs of children in care returning to school after the first lockdown.

## 5.2 Primary Maths

Maths support for autumn and spring terms of 2019-2020 was focussed on 2 children identified at PEP meetings as underachieving and with the potential to make accelerated progress.

Child A (Y6) was taught 1:1 for 2 sessions per week. The school identified reasoning and problem solving (RPS) as areas requiring development and the child was working at 1 year and 1 term behind ARE with below expected progress in Y5. Overlearning was required in sessions to develop fluency

as well as to identify RPS skills. In the autumn and spring terms, accelerated progress was made with 5 steps progress made up to the end of Spring 1 (average is 3 steps.) During lockdown, 3 sessions of remote learning per week were sent to the care placement (individualised teaching videos with independent work) but these sessions were not fully engaged with and progress was therefore limited for the remainder of the year.

Child B (Y3) after being in care for five months, moved to a new care placement and school. At the beginning of Y3, this child was working at 2+years below ARE with significant gaps in mathematical knowledge. Using Sandwell Assessment and diagnostic lessons, gaps in knowledge were identified. Child B was taught by a PVS teacher twice weekly with 3 other children and a TA from the school setting. 2 embedding lessons were then planned by the PVS teacher and delivered by the TA. This model of delivery upskilled the TA and enabled her to support Child B in his classroom maths lessons as well as the intervention sessions. Accelerated progress was made with 1 year progress made by the end of Spring 2. During lockdown, pre-recorded video sessions and work were sent to the school by PVS and delivered by the TA. This enabled continuation of the progression into the summer term. By the end of the year, Child B was working towards ARE.

### 5.3 Primary Forest School

In partnership with an in-city Primary School, 8 children attended Forest School sessions with trained staff consistently and regularly. All children attending Forest School have soft skills identified as needing improvement. These soft skills are then tracked and reviewed termly. Of the 8 children, 2 children were taught on a 1:1 basis, facilitating the children to remain in full-time school places. These children attended for 2 afternoon sessions per week and the focus of the sessions was developing resilience and self-esteem in both children. At reviews for these children, resilience and self-esteem were identified as improving in both Forest School and school settings. The 6 other children were taught in small groups (max 1:3) of children who had similar soft skills that needed developing. These children were taught once weekly. These children focussed on: group working; new experiences; independent working and perseverance. Schools were asked to grade the children against criteria in each of the soft skills groups as: not yet developed; developing; established or generalised within the classroom at the start of the Forest School sessions and at each review point. On average, 50% of the group working skills increased by one or more grades; 83% of new experience skills increased by one or more grades; 60% of independent working skills increased by one or more grades and 50% of perseverance skills increased by one or more grades. This gives an average soft skill increase of one or more grades of 61%. All of the children attending Forest School were impacted by the lockdown as Forest School was closed for the second half term of the spring term and all of the summer term.

### 5.4 Primary Literacy

During this period, the Literacy Lead and the HLTA Primary worked with a range of ages within the Primary phase, focusing on raising attainment to meet ARE, filling gaps in learning and closing the gap to age-related expectations. One exception was intensive work covering each morning, daily, at the Pupil Referral Unit from September until February half term, and then transition work to support the student into a new, mainstream setting. This work was very resource intensive, leaving less contact time than normal to spend with other students. Lockdown also reduced our ability to have a positive impact on learning, but we created resources and liaised with foster carers to ensure that students with whom we had already been working did not suffer from being out of school, instead

their daily lessons continued and were carefully planned and resourced. We liaised with foster carers regularly, offering them training and support as they home-schooled using our plans and resources to supplement those provided by schools.

Whilst we were able to go into schools, intensive support was given to 10 pupils in years 2 – 6. The work was bespoke to each individual, consisting of speech and language assessments, referral and support; booster lessons to prepare for Y6 SATs, readers' counts lessons to accelerate progress in phonics, reading and writing, and booster support to encourage accelerated progress in Literacy. Additionally, the child at the Pupil Referral Unit was taught separately to the rest of the children for Literacy and Maths and work was planned at greater depth in reading and spelling and age-related in writing, to introduce a wide range of genres with a focus on teaching key features and inspiring writing through meaningful activities.

Four of the children with whom we worked have now transitioned successfully out of care taking with them a greater ability and confidence in Literacy. All four of these students were struggling in their schools prior to our involvement. Two in Y1, had significant behaviour and learning difficulties but are now coping very well in their new school with no behaviour issues and having made accelerated progress, allowing them to be part of the general classroom learning. One student at Y6 was lacking in basic phonic skills and only able to read very simple texts aimed at a young KS1 child. School was finding his behaviour challenging, but we felt that this was because he was unable to access the learning in class. He was assessed to find where the gaps were and taught intensively for a brief period of accelerated learning prior to him leaving care. The final child who was placed at the PRU when he entered care has been supported to transition back into a mainstream school, where he has been remarkably successful, demonstrating good behaviours and relationships and continuing to work at greater depth, whilst closing any gaps in learning that a period of difficulty created.

The rest of the children remain in LA care. Of the two remaining Y6 students, one was on target to reach ARE in SATs, should they have gone ahead, whilst the other was hovering just below. The Y2 child had failed her phonics check whilst in Y1 so was due to re-take this and according to our detailed assessments would have passed, but this did not happen due to Covid-19. She was provided with speech and language support also, having been selective mute with weak vocabulary. Her new school have confirmed that this is no longer a problem.

The Y3 children were given booster sessions according to their need and each made good progress; one in terms of tackling phonics gaps (all now secure) and reading progress – accelerated, and another in terms of engagement with reading and writing and supporting behavioural issues through dedicated 1:1 focus time which also aimed to build self-esteem.

The Y4 students each had differing needs within Literacy – one had been diagnosed with moderate learning difficulties and was supported to transition to specialist provision at the end of the year, where he is now happy and making progress. This child was being taught outside of his year group by a TA; we provided him with daily 'readers count' lessons to tackle gaps in his phonics knowledge, to improve reading speed and understanding and to support spelling and sentence construction. Progress for this child was in small steps rather than rapid progress normally seen. He was also provided with twice weekly speech and language support to build up his vocabulary and ability to form more complex sentences. The other children were both able academically but had difficulties which resulted in behavioural issues and gaps in learning. On a 1:1 we were able to explore where the gaps were and fill these, allowing for good progress in both reading and writing.

Clearly, we would normally use SATs at KS1 and KS2 and phonics checks at Y1 and Y2 to measure precise progress in terms of the cohorts, but these were cancelled last year. Additionally, the timing of lockdown meant that some of our final assessments in terms of 1:1 support were not available.



During lockdown periods when we were unable to visit students, detailed work was provided at the level needed and also Y6 leavers' packs of activities were created and distributed (as we had realised that there was often no work provided for this year group towards the end of term). Additionally, a new intervention programme to support our children in care with low literacy levels, who are placed out of authority was started, with the aim of allowing us to train and support a TA in any school that is too far away for us to visit regularly to support a child. This is a phonics-based programme of daily lessons, based upon effective and thorough assessments at the start, end and ongoing, thus ensuring that work is precisely matched to need.

## 5.5 Secondary Higher Level Teaching Assistant.

The secondary HLTA supported 14 students in schools both in and out of city from Year 6 to Year 11 in the autumn and spring term until the closure of schools. In school teaching sessions were provided ranging from 1 to 3 per week covering core subjects.

During the school closures there was a requirement for our HLTA from our partnership school to support and teach for a day a week for children of key workers and vulnerable pupils. In addition, online work was provided and returned with comments for those children who were receiving support.

### Student summary

Year 11 with SEN. Consolidated Mathematical learning to ensure predicted grade, revision in science and extra support to complete course work in other subjects.

Year 11 with SEMH challenges had the potential for good grades at GCSE but a breakdown of relationship with some staff in school inhibited progress. Interventions to ensure that the predicted grade in Mathematics was met and support was provided for Physics, working after school.

Year 8 with SEN and oppositional disorder. Encouraged reading/writing and numeracy through engagements with interests. Re-did school lessons when there was a refusal to engage. Continuing with progress in learning and engagement was a particular challenge remotely and there was limited success without the 'personal' touch.

Year 10 - Taught Childcare and Mathematics at home to supplement a part-time school programme until full time programme established.

Year 8 – had worked on Maths in year 7, established that there was a block to learning. Applied a dyscalculia screen and referred the findings to VS Education Psychologist (EP) who suggested interventions. Maintained bespoke weekly Maths lessons in lockdown tailoring them to the needs identified by the screen and endorsed by EP.

Year 8 – Had taught the young person all through year 7 continuing the work begun by the VS Primary Team – gaps in core subject knowledge due to missed schooling and lack of parental stimulation. Engaging individual with well-developed avoidance tactics when faced with unwanted academic challenges. English and Maths with emphasis on underpinning age-related teaching taking place in school. Maintained lessons into lockdown – long-standing relationship made this an easier task than some of the other remote lessons.

Year 9 – SEMH no EHCP. Taught since year 8. Bright young person with potential but well-established problems in relationships with school authority figures. Series of internal and external

exclusions led to managed move early in year 9. Continued to teach the young person at their new school – seemed settled for a while and increased from Maths to Maths and English. Behaviour led to an agreement that the managed move had not been a success and so as an interim measure young person was included on the roll of the PRU .Lessons continued to be provided through this period with mixed success. Lack of engagement due to many factors. The young person has since successfully transitioned to a mainstream school.

Year 8 – has EHCP and hearing difficulties and major gaps in learning prior to being in care. English and Maths additional support depending on requests from the school. Made good progress, improved reading age by three years and was able to access some of the age-related Maths without support by the time we went into lockdown. Lessons continued but a greater reluctance developed during this time for independent working; insecurities developed when working away from school environment.

Year 10 - doing well in most lessons but needing extra support in English, particularly literature. English not first language but not a major block to education. Risk/links to gang violence caused huge impact on Year 10 progress as some exclusions occurred to interrupt education leading eventually to a managed move. Made the lessons very relevant to the young person and achieved excellent engagement but then lockdown occurred. Lessons continued via email and 'phone but completion of set work was sporadic.

Year 11 – SEMH no EHCP – easily distracted by life outside of education which interfered with work in school; history of seeking support for emotional issues during school hours. Needed to be given some additional educational support in order to meet target grades. Started with Maths but included English, particularly poetry as mock exams approached. Confidence increased and assessment results exceeded target grade.

Year 10 - Between schools due to care placement move so needed core subject lessons in order to maintain progress. Very bright and able but without motivation, reluctant to engage with actual work to be produced though very happy to engage with teacher and with discussing subject matter. Lack of motivation partially due to aspiration; the young person wished to join the army so didn't feel that GCSE's were needed as English and Maths could be done later when in the army. Work continued until school place was found but started again during lockdown as school had not begun properly so English and Maths support continued to prepare for move to Year 11.

Year 10 - Only started to work with this young person during lockdown – they moved school and had not settled. Work provided remotely but as a pupil identified as gifted and talented needed additional stimulation. Q & A sessions to establish relationship before launching into higher Maths lessons including code cracking and some MENSA challenges. Reasonable response to lessons at times but SEMH issues stood in the way of consistent progress.

Short term assignment while this young person was resident in a children's home which was intended only for KS3 and above. SEMH, behavioural and health needs - profoundly behind in age-related learning and extremely difficult to engage for more than a few minutes at a time. Behaviour exacerbated by need to impress the much older children in the home. Basic KS1 level English and Maths taught for the duration. The young person went to more suitable setting a few weeks into teaching which had on-site learning.

## 5.6 Post 16

PVS works closely with all stakeholders to support Young People (YP) and attend meetings where necessary, to help sustain education placements. The number of NEETs (Not in Education Employment or Training) can fluctuate from time to time for CiC over the academic year as well as

from year-to-year depending on the cohort. In September the figure is normally low and increases around November when YP either do not continue their course or are withdrawn or excluded from the setting due to low attendance or lack of engagement / commitment.

- In September 2019 48 Year 12s secured education placements whilst 3 were NEET.
- At the same time there were 42 Year 13 were in education / training and 9 were NEET.

Below is a table giving snapshots of NEET numbers over the course of the academic year and reasons.

### NEET Analysis 2019-2020

2019 - 2020		NEET	Notes (reason for NEET)
Year 12	3	1- MH issues	
September 2019 (2.9.19)		2 – non-engagement	
Year 13	9	6 - Non-engagement	
September 2019 (2.9.19)		1- off school roll – requiring specialist provision.	
		1- missing	
		1 – seeking employment	
Year 12	4	4 – Non-engagement	
November 2019 (31.10.19)			
Year 13	12	10 - Non-engagement.	
November 2019 (31.10.19)		1 – off school roll – requiring specialist provision.	
		1 – seeking employment.	
Year 12	8	3– Non engagement	
January 2020 (28.1.20)		1- non-engagement – YOS involvement	
		1- CSE risk – placement change – not wanting to engage in ETE new area.	
		1 – missing	
		1 – poor engagement – withdrawn from college	
		1- left apprenticeship awaiting suitable opportunity	

<b>Year 13</b> <b>January 2020</b> <b>(28.1.20)</b>	4 – CiC	Non engagement
	7- care leavers	1- missing 4– non-engagement 1 – requiring specialist provision – awaiting suitable opportunity. 1 – poor engagement / behaviour – withdrawn
<b>Year 12</b> <b>March 2020</b> <b>(27.3.20)</b>	6	4- non-engagement 1- missing 1 – awaiting suitable opportunities
<b>Year 13</b> <b>March 2020</b> <b>(27.3.20)</b>	CiC - 7	Non-engagement / withdrawn
	Care leavers - 8	6– non-engagement 1 – poor engagement / behaviour – withdrawn 1 - Requiring specialist provision – awaiting suitable opportunity.

Over the course of the academic year the NEET numbers increased – this was mainly due to non-engagement. The lockdown also had an impact on opportunities available for YP to re-engage. All were online learning opportunities. Alternative options and opportunities were offered to NEET YP including, Prince’s Trust Team Project, and opportunity to study with smaller Independent Learning providers. Regular PEP meetings were held for all NEET YP to formulate NEET Support Plans to offer re-engagement activities. As well as NEET Support meetings there were regular discussions with Children Social Care Managers, and meetings with the LA NEET Team to support YP.

For 2020-21 all Year 12 and most Year 13 CiC have been equipped with laptops to ensure they can access remote learning thus helping to reduce risk of disengagement. Year 11 students had a transition meeting with destination providers to ensure all support is in place at the start of the new academic year as well as ensuring key information was shared by previous schools. The PEP NEET Support Plan has been reviewed and a new more detailed Post 16 PEP developed to give both NEET and EET YP a greater voice and ownership of plans to support engagement.

## 6 Attendance

From September 2019 – March 2020 206 out of 234 or 88% of children from Reception to Year 11 achieved 90% or greater attendance.

Following the closure of schools on 20<sup>th</sup> March all children and young people in care were entitled to a school place within the category of vulnerable groups. However, attendance was not compulsory and carers and social workers determined whether a child would attend depending on home circumstances e.g. the number of children in placement going to different schools, health of carers and the children's capacity for effective support of home learning.

The table below shows the number of children and young people accessing education, either full or part time during the school closure period of March – July 2020. Numbers generally remained consistent with a slight increase in some year groups as time progressed. Year 11 numbers are low because their academic year effectively ended on 20<sup>th</sup> March when it was announced that schools were to close and that formal assessment by examinations would not take place. Colleges closed to Year 12 and 13 students but those in school sixth forms had the opportunity to attend.

Year Group	Number in cohort	Number attending Week 4	%	Number attending Week 13	%
Age 3-4	7	3	42%	5	71%
Reception	13	7	53%	9	69%
Year 1	5	3	60%	4	80%
Year 2	11	2	18%	3	27%
Year 3	11	7	63%	7	64%
Year 4	16	4	25%	4	25%
Year 5	20	10	50%	11	55%
Year 6	17	7	41%	8	47%
Year 7	32	13	40%	15	47%
Year 8	27	7	26%	7	26%
Year 9	22	10	45%	11	50%
Year 10	28	16	57%	16	57%
Year 11	38	5	13%	5	13%
Year 12	59	2	3%	1	2%
Year 13	6	0	0%	0	0%

## 7 Exclusions

The Virtual School has a duty to work with Head Teachers to try and avoid the permanent exclusion of a child in care and make sure that they have the support in place to thrive and make progress. The Virtual School has been quick in its response to any fixed term exclusions or threat of permanent exclusions so that a joint plan for the child can be implemented. No children in care were permanently excluded in the 2019 – 2020 academic year. For the 17 children who had fixed term exclusions in term 1 and term 2, PVS staff attended return to school meetings to support the child and carers and to ensure robust plans were in place to minimise the risk of further instances of exclusion. We are measuring the impact of our involvement in respect of any repeat fixed term exclusions and will report findings next year. We receive information on fixed term exclusions from our external attendance service or are advised of these by Designated Teachers, social workers or carers. In the

case of any repeat exclusions, additional PEP meetings are held to check that all necessary support is being given.

## 8 Alternative to Mainstream Provision (April 2020)

Establishment Type	Number
Number on school roll ( <i>preschool to Year 11</i> )	251
Number in independent schools	19
Number in LA Special School in city	15
Number in LA Special school out of city	11
Number in Pupil Referral (PRU) Unit in city Year 9 = 1 Year 10 = 3 Year 11 = 2 UASC – ESOL = 2	8
Number in PRU out of city	1
Secure Children’s Unit	1

KS4 pupils are more likely to attend an alternative learning provision than any other year group, with those attending a PRU mainly in Year groups 9 to 11. The children with SEND make up most of the other pupils attending an alternative to mainstream provision in the form of special schools both in and out of the city and also independent special schools. The VS acknowledges the additional vulnerability of learners in such provisions and have more frequent contact with Designated Teachers and are more likely to attend PEP meetings.

## 9 Personal Education Plans (PEPs)

PEP compliance is consistently at 100%. PVS supports social workers and Designated Teachers in the management of the PEP process, offering training and a fortnightly PEP clinic. Every PEP is quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. Our school improvement model does not require VS staff to attend every PEP meeting. Rather VS staff meet at least once a term with the Designated Teachers in their allocated schools and track the progress of all the pupils in the setting. However, VS staff will attend the PEP meetings for all newly into care children or where a child is in crisis and attendance is requested by the school or social worker.

The PEP process was amended during the summer term with the usual meetings suspended except for children new into care or those with a change of school or carer. These were undertaken virtually. Designated teachers were required to complete an altered version explaining what and how work was being provided, how they were staying connected and what, if any, support was required for those not in school. Any issues relating to completion of work or lack of appropriate equipment in the home were also reported. For PVS staff it was business as usual with the quality assurance and

sign-off of all PEPs giving us access to information and providing opportunity to challenge. PEPs are also subject to scrutiny by the Safeguarding and Quality Assurance team.

## 10 Pupil Premium Plus Grant

The Pupil Premium plus Grant allocation for Financial Year 2019/2020 was £671,600. This was based on a £2345 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough City Council.

£491,140 was devolved directly to the educational settings. This amount includes the cost of partnership staff, Attachment Awareness/ Connected Communities training hub costs, and the Primary Forest School partnership. Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £180,460 was used to support the work and improvement of the VS.

Allocation	Cost £
Educational Psychologist	52,997
Additional tuition	30,666
Letterbox Club	12,918
Data support	1,750
Additional BSO hours	9,604
Forest School – set up and training costs	47,000
Early Years specialist	7,000
Attachment Awareness Project	15,000
Training - CPD and NAVSH	3,525
<b>TOTAL</b>	<b>180,460</b>

## 11 Development Plan Priorities for 2020- 2021

1. To ensure the effect of Covid-19 on children and young people's education is minimised.
2. To ensure the voice of the child/YP is heard and acted upon at every opportunity.
3. To ensure educational professionals are equipped with the necessary skills and knowledge to effectively support children and young people in care.
4. To enable children and young people in care to achieve developmental outcomes, readiness for learning and increasingly meet their learning and aspirational goals.

Dee Glover  
Head teacher PVS.





<b>CORPORATE PARENTING COMMITTEE</b> (FORMAL)	AGENDA ITEM No. 9
<b>24 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of:	Corporate Parenting Committee Chairman	
Cabinet Member(s) responsible:	Lynne Ayres Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Nicola Curley Assistant Director Children's Services	Tel. 864065

## REPORT ON WORK OF THE CORPORATE PARENTING COMMITTEE FOR THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE 2019-2020

RECOMMENDATIONS	
<b>FROM:</b> Corporate Parenting Committee Chairman	<b>Deadline date:</b> Date to be confirmed
It is recommended that the Corporate Parenting Committee:	
<ol style="list-style-type: none"> <li>1. Agrees that the annual report is an accurate reflection of the work of the Committee over the last 12 months; and</li> <li>2. Agree to submit the annual report to the Children and Education Scrutiny Committee for noting as per the Corporate Parenting Committee's Terms of Reference.</li> </ol>	

### 1. ORIGIN OF REPORT

- 1.1 This report is submitted to Corporate Parenting Committee following Children and Education Scrutiny Committee requiring an annual report on the role of the Corporate Parenting Committee.

### 2. PURPOSE AND REASON FOR REPORT

- 2.1 The purpose of this report is to advise the Children and Education Scrutiny Committee of activity carried out by the Corporate Parenting Committee in the municipal year 2019-2020
- 2.2 This report is for Corporate Parenting Committee to consider under all its Terms of Reference number 2.4.6.4 The Corporate Parenting Committee will report to the Cabinet Member for Children's Services and to the Scrutiny Committee on an annual basis or more frequently if required.
- 2.3 The report addresses all areas of the Children in Care pledge and the Care Leavers' Charter. It specifically demonstrates to Scrutiny how the Committee has been addressing the increase in the Children in Care population; the changes to the partnership with TACT; and Children in Care and Care Leavers' education and training needs.

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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#### 4. BACKGROUND AND KEY ISSUES

4.1 Following the changes engendered by the Ofsted Inspection of 2018, the Corporate Parenting Committee has continued to work to support the needs and ambitions of the Council's Children in Care and Care Leavers.

4.1.1 The meeting format has continued to work well, especially at engaging our young people, and in depth discussion of issues relevant to our Children in Care and Care Leavers.

#### 4.2 Work Programme and Reporting Mechanisms

4.2.1 The thematic meetings have continued, where a single topic is considered in depth to enable councillors to fully understand the complexity of the issue in the round, have a proper opportunity to scrutinise the information before them and challenge officers in a timely and thorough manner. The Committee focuses on three key areas for children and young people: education; placement; and health. These are linked across the formal and informal meetings and have been effective in developing ideas and themes for Members to scrutinise.

4.2.2 Due to Covid restrictions from March 2020 there was no Corporate Parenting Committee until September 2020. This meant there were 2 formal and 2 informal meetings in the municipal year.

4.2.3 Power BI is now the standard reporting tool across Children's Services, and it is possible to monitor all current activity very effectively. The development of a static report (Dashboard) is now in place and a specific Corporate Parenting report developed.

#### Corporate Parenting Committee

4.3 Champions:

4.3.1 This has continued to be an effective use of Member influence. Champions are Members who sit on the Committee but have also volunteered to take a particular lead for an area that impacts on Children in Care and Care Leavers.

The Corporate Parenting Champions 2019–2020 have been:

Area of Focus	Champion	Officer Lead
Housing, Finance and Benefits	Councillor Sandra Bond	Sean Evans
Education Employment and Training and Access to Higher Education	Councillor Bashir	Pat Carrington
Health	Councillor Robinson	Catherine York
Recreation and Leisure Activities		Jodie Chambers
Effective Care Planning	Councillor Jones	Michaela Berry

In between each informal Committee the Corporate Parenting Champion has been responsible for the following:

Meeting with the Lead Officer;

Undertaking a site visit ( Virtual where required)

Meeting with a child in care / young person / service user / other officers and discuss their experience of the service for Children in Care; and

Contributing to a brief report back to the Committee.

## Outcomes from Corporate Parenting Committee

- 4.3.2 Staying Put Policy reviewed and amended.  
Worked closely with lead Personal Advisor on creating supports for Care Leavers.  
Collaborative work with Participation for cards to be provided for workers to send to children in care as an introduction.  
Consulted with the CiCC around Child in care packs developed for various age groups to be given to children when they come into care.  
Participation in the Ofsted Inspection of Children's Services Focused Visit in June 2021  
Representation of the areas of focus and concern for the Committee to the Independent Review of Children's Social Care, October 2021

### 4.4 **CIC Population**

- 4.4.1 Between March 2020 and September 2020 there was a steady increase in the number of children in care, and this peaked at 396. The impact of Covid on families has had a significant impact on Children's Services including the number of children in care.

- 4.4.2 As of March 2021 there were 364 children in care.

- 4.4.3 Peterborough has continued to maintain stability of placements for children in care. At the end of April 2021 89 out of 131 who were in care for 2.5 years or more had maintained their current placement for 2 years or more. This equates to 67.9% which is 0.9% higher than last year and 0.9% higher than statistical neighbors. It is lower than the region at 69% and England at 68%

- 4.4.4 For Children in Care with 3 or more placements in 12 months the data from the monthly report in April 2021 shows us that 7.5% of CIC have experienced 3 or more placement moves in 12 months.

- 4.4.5 We continue to strive for this to reduce but the figure compares well with our statistical neighbours at 12%, the region at 10% and England at 11%

- 4.4.6 The numbers have increased 1.5% from last year, possibly showing the impact that Covid has had on foster families.

### 4.5 **Focused Visit Outcome**

- 4.5.1 Ofsted visited Peterborough in June 2021 as part of its Inspection of Children's Services (ILACS) framework. This was not a judgement inspection but took the form of a Focused Visit looking particularly at the experiences of children in care to Peterborough and the quality of services provided to them. The Inspectors did also consider overall leadership and management in the Authority, staffing and caseloads, and, in this instance, our response to managing the demands of the pandemic.

- 4.5.2 In summary, this was an extremely successful visit that recognised the high quality of our Corporate Parenting Service and particularly the stability of experience for our children and young people and the strength of our permanency planning and support to placements. Ofsted called us "*a conscientious corporate parent*" and found a range of very positive factors about our care of our children. These included:

- The number of children in care in Peterborough remains relatively constant.
- Children in care experience stable placements.
- Most children live with suitable carers who can meet their needs.
- Peterborough City Council social workers undertake thoughtful and thorough placement planning that considers children's views and wishes.

- Once in care, children rarely move other than in a planned way. Every effort is made to prevent children from having to move.
- Children in care have been seen regularly by their social workers during periods of restriction due to Covid-19.
- Assessments are clear and concise and provide an appropriate level of critical analysis. Plans reflect children's lives and consider their needs, wishes and feelings.
- Children in care are involved in a range of activities that influence service developments and enrich their experiences. These include recruiting workers, acting as young inspectors and leading the development of materials to support new entrants to care.
- Children spoken to are confident that senior managers listen to their views and take action to respond.
- Good attention is paid to children's physical and emotional well-being
- Services for children in care with disabilities and complex health needs are well managed.
- Independent reviewing officers produce thorough and detailed review reports.
- Staff understand the importance of education in supporting placement stability.
- Accurate performance management information provides senior leaders with a clear understanding and knowledge of practice and the experiences and progress of children in care.
- The local authority's quality assurance framework is well developed
- Social workers have the tools they need to be able to practice effectively and have manageable caseloads. The workforce is stable, and the authority recognises the importance of low staff turnover to providing consistent, reliable support and care. Leaders are visible and accessible. They are involved in key decision-making for children in care and know children well.

4.5.3 The Focused Visit was a reminder of the need to continue to strive to achieve the very best for our children in care. The Inspectors stated clearly that the whole service really cares about the children and young people we work with, and that our primary concern is always what is best for them. This reflects extremely well in staff and the partnership team, but also on the leadership and challenge offered by the Corporate Parenting Committee.

#### 4.6 **Meeting Educational Needs**

4.6.1 The Virtual School continues to promote the need for all concerned with children and young people in care to have high aspirations through training of carers, social workers and designated teachers, and scrutiny by PVS staff of all Personal Education Plans. The child's voice is a priority and the changes recommended by the Children in Care Council have been made to the section of the PEP seeking the views of children and young people. These views are a subject for discussion at the PEP meeting and targets are set with the child or young person to further any ambitions. Changes have also been made to the attainment section of the PEP to ensure greater accuracy of data.

4.6.2 The support of those children and young people placed out of city has been enhanced using the virtual meeting facility so PVS staff are able to attend more PEP meetings and have easier access to designated teachers. Children and young people have also found it easier to participate in their PEP meetings.

#### 4.7 **Covid 19 - Response of Peterborough Virtual School**

4.7.1 The Ofsted report of the Focused Visit in June 2021 noted:

- During the COVID19 pandemic, the virtual school has been active in addressing the
- educational and social needs of children. Staff understand the importance of
- education in supporting placement stability. Careful child-centred planning between
- foster carers, social workers and the virtual school has enabled children's education
- to continue while taking account of foster carers' individual circumstances. All

- children in care have up-to-date, good-quality personal education plans. When a
- placement change necessitates a change of schools, effective collaboration between
- the virtual school and social workers ensures that the school best able to meet the
- child's needs is identified.

4.7.2 From March 20th, 2020, following the restricted opening of schools and other education settings the service delivery of PVS (Peterborough Virtual School) was adapted to enable continued support of the children and young people in care, social workers, carers and designated staff in schools and other education providers. Our priority was the emotional and educational well-being of the children and young people on our school roll.

4.7.3 All children and young people in care were entitled to a school place within the category of vulnerable groups and social workers and carers were supported by PVS to make the decision as to whether children in their care should attend school as attendance was not compulsory. The PEP (Personal Education Plan) process was amended during the summer of restricted school openings with the usual meetings suspended except for children new into care or those with a change of school or carer. Designated teachers were required to complete an altered version explaining what and how work was being provided, how they were staying connected and what if any support was required for those not in school. Any issues relating to completion of work or lack of appropriate equipment in the home were also reported. There were different methods of delivery of work for completion at home by schools. Some chose to provide work packs initially, moving to online and virtual lessons as the term progressed. The need to home school put significant pressure on carers and children and young people – PVS offered support to both carers and children and young people.

4.7.4 PVS support for children and stakeholders during lockdown in addition to business as usual.

- issued, in conjunction with CVS, immediate and ongoing guidance for foster carers and social workers to support accessing school places for those children requiring the service and eligible within the 'vulnerable' group.
- provided advice and guidance to designated school staff on the bespoke Covid -19 Summer Term Personal Education Plan and process
- established a consultation phone line for all stakeholders with our PVS Specialist Education Psychologist, acknowledging heightened anxiety for some carers, children, and colleagues
- continued to provide work and support to those children and young people already identified by the PVS Intervention team to sustain learning momentum
- continued to fund online tuition sessions from an external provider for children and young people living out of city
- held weekly virtual KIT meetings with designated school staff to monitor well-being of those children attending school
- collected and analysed school attendance data
- provided IT equipment if needed to facilitate home working
- offered advice to carers to support learning at home and provided a resource guide to supplement work provided by schools
- challenged schools where their learning offer was not of an acceptable standard
- attended virtual transition PEP meetings for Early Years, Year 6 and 11 pupils and facilitated additional transition opportunities for the more vulnerable.

#### 4.8 **Placement Sufficiency**

4.8.1 This area became an increasing challenge during the last municipal year as long term trends and Covid combined to precipitate a serious problem. There is an extreme national shortage of placements for children and young people of all ages, with a particularly acute shortage for older children and young people and for those who have any form of challenging behaviour, are at risk of exploitation, have complex disabilities and/or who have mental and emotional health needs. This shortage has resulted in rapidly escalating costs for those placements that are available.

- 4.8.2 In an authority like Peterborough that has worked hard to maintain children and young people at home wherever this is in their best interests and that has a low number of children in care as a result, it follows that a higher proportion of those children and young people will have more challenging and complex care needs. This has created challenges for our Fostering Service in terms of trying to meet the needs of these children and has led to more placements out of area and at higher tariffs.
- 4.8.3 This is not what we would want for children and is not beneficial to either their care planning or our ability to meet need. In response, we published a new Cambridgeshire County Council and Peterborough City Council Sufficiency Strategy 2021 -2024, endorsed by the Corporate Parenting Committee, and have entirely restructured our Fostering Services, investing in recruitment and a more supportive offer to our existing carers. This is an ongoing piece of work, which will support our placement sufficiency in the local area, but the national problems remain and are being monitored closely by the Corporate Parenting Committee. In October, 2021, the chair and lead Member were both interviewed by the independent Review of Children's Social Care and made comment about this situation and other factors impacting on our children in care and care leavers.
- 4.9 **Links to the Children in Care Council and Care Leavers' Drop In**
- 4.9.1 The Children in Care Council continues to meet on a monthly basis and has 8 regular members. The group is well attended during school holiday periods when activities are offered in addition to the normal meeting. In the last 12 months, along with their co-chairing duties at the informal Corporate Parenting Committee meetings, the group has:
- Given feedback to the IROs on their review paperwork.
  - Planned and delivered the annual celebration events for children in care.
  - Spoken at Corporate Parenting Committee about their experiences in different placements.
  - Co-chair the Informal Corporate Parenting Committee.
  - And introduced Young Inspectors who are taking an active role in reviewing aspects of service delivery that they use. They have produced a report with an action plan on their activity.
- 4.9.2 The 'Children in Charge' youth group for children aged between 8 and 12 continues to meet in alternating weeks. It is regularly attended by an average of 10 young people.
- 4.9.3 The Care Leavers' drop in continues to operate, attracting an average of 6 young people at each session. They have been consulted on the new "passport to independence" piece of work which evidenced they are ready to live on their own, this has successfully been trialled and implemented.
- 4.9.4 A second year of full activity programme was offered to children and young people in the summer encompassing a variety of activities and events curated by Children in Care Council members for young people to increase reach and engagement with this group. Young people and their carers have consistently reported back how much they value this because they feel that they are part of a community.
- 4.9.5 The Care leaver drop in could not continue during the Covid lockdown due to the restrictions (it has recently re started we are very pleased to say). The leaving care team were very aware of the impact of isolation during the Covid lockdown and kept in regular email, virtual, telephone and where necessary face to face contact with Care Leavers. We were able to provide laptops for all Care Leavers who needed them to ensure they could engage in on line learning. Personal Advisors ensured that they were responsive to individual needs throughout the lockdown providing emergency assistance with food if needed, allowing young people to remain in placements when they were not able to move onto alternative accommodation and generally responding flexibly to the needs of Care Leavers in recognition of the new situation we all found ourselves in.

## **5. CONSULTATION**

- 5.1 The Children in Care Council has been fully aware and consulted upon the changes referred to in this paper. The feedback from them to date is that working with the Committee is a very positive experience, and that they value the opportunity to work with the Corporate Parenting Champions.
- 5.2 The report will be shared with Councillor Ayres, Cabinet Member for Children Services in line with the Corporate Parenting Committee Terms of Reference.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 If the Corporate Parenting Committee agrees the recommendations in this report, it will be presented to the next Children and Education Scrutiny Committee in the new municipal year

## **7. REASON FOR THE RECOMMENDATION**

- 7.1 For presentation at Children and Education Scrutiny Committee.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 N/A

## **9. IMPLICATIONS**

### **9.1 Financial Implications**

None

### **9.2 Legal Implications**

None

### **9.3 Children in Care and Care Leaver**

This report provides information on the role of the Corporate Parenting Committee and relates to services provided to children in care and care leavers. This ensures that Scrutiny Committee are aware of changes to processes and the outcome for children in care and care leavers.

### **9.4 Carbon Impact Assessment**

There are no recommendations contained within this report, so there are no implications to carbon emissions. The report includes the objective of reducing the reliance on out of area placements for children, increasing the range of placements more locally as its contribution to carbon off setting.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 N/A

## **11. APPENDICES**

- 11.1 None

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<b>CORPORATE PARENTING COMMITTEE</b>	<b>AGENDA ITEM No. 11</b>
<b>24 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of:	Lou Williams Director Children's Services	
Cabinet Member(s) responsible:	Lynne Ayres Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Myra O'Farrell Head of Service Corporate Parenting	Tel: 864391

## PERFORMANCE DATA FOR CHILDREN IN CARE AND CARE LEAVERS SEPTEMBER 2021

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Nicola Curley Assistant Director Children's Services	<b>Deadline date:</b> N/A
<p>It is recommended that members of Corporate Parenting Committee:</p> <ol style="list-style-type: none"> <li>1. Note the content of the report, and</li> <li>2. Raise any questions with the lead officer</li> </ol>	

### 1. ORIGIN OF REPORT

- 1.1 This report is submitted to Corporate Parenting Committee to each formal and informal committee as part of the standing work programme item in relation to performance.

### 2. PURPOSE AND REASON FOR REPORT

- 2.1 The purpose of this report is to update the Corporate Parenting Committee in respect of the numbers of children and young people being looked after by the Council as of 30 September 2021 by providing a breakdown of the types of placements in which they are living. The report also provides information about the age, gender and ethnicity of those children and young people.
- 2.2 This report is for Corporate Parenting Committee to consider under its Terms of Reference No. 2.4.4.6 To monitor the quality of care delivered by the City Council and review the performance of outcomes for children and young people in care.
- 2.3 This reports to the Children in Care Pledge by focussing on the placements for children in care and care leavers.

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	
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#### **4. BACKGROUND AND KEY ISSUES**

- 4.1 As of 30 September 2021, there were 361 in the care of the local authority; of these:
- 4.2 133 children were placed with foster carers who work for Peterborough City Council (in house).
- 4.3 126 children were in foster care and placed with independent fostering agencies (IFAS) outside of the city boundaries. The agency works with the Local Authority on a contractual basis to provide foster placements.
- 4.4 23 post 16 years olds were living on their own (independent living) but still classed as CLA with an allocated Social Worker. Independent living assists the young person with the transition to leaving care. These young people are supported by our Leaving Care Service.
- 4.5 18 children were placed with family or friends' carers (connected person). These carers are formally assessed in the same way that our other in-house carers are assessed and are presented to the Fostering Panel for approval in the way. They are paid the same level of allowances as other in house foster carers.
- 4.6 3 children were living with their parents but are still considered 'looked after' because they are subject to full care orders so the Council still shares parental responsibility with the birth parent. Placements with parents are often made pending a plan for reunification with the parent and in some cases will result in an application for care orders to be revoked.
- 4.7 8 children were placed for adoption.
- 4.8 45 children and young people (without disabilities) were placed in residential educational that provides intensive support in a residential setting. These placements are most usually made when it is clear that foster care is not sufficient to meet the child or young person's needs. Residential care is nearly always accessed by adolescents and only rarely used for younger children in very special circumstances.
- 4.9 There were 5 children (with disabilities) placed in specialist residential care.
- 4.10 2 young people were placed in a secure unit.

#### **5. CONSULTATION**

- 5.1 N/A

#### **6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 This is an accurate report of the current accommodation placements for children in care and care leavers.

#### **7. REASON FOR THE RECOMMENDATION**

- 7.1 The data included in this report is from the monthly performance report which includes live data.

#### **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 N/A

#### **9. IMPLICATIONS**

##### **Financial Implications**

- 9.1 None

## **Legal Implications**

9.2 *None as the report is for information purposes*

## **Equalities Implications**

9.3 The current recruitment campaign for foster carers is focussed on increasing placements for specific groups linked to sibling placement, older children and Link carer for children with disabilities.

## **9.4 Carbon Emissions Implications**

There are no recommendations made within this report and therefore there are no implications to carbon emissions.

## **9.5 Children in Care Implications**

This report relates to all children in care.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 Monthly Performance Report

## **11. APPENDICES**

11.1 Appendix 1 – Performance Report September 2021

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## Peterborough Corporate Parenting

Monthly Performance report

September 2021



Information

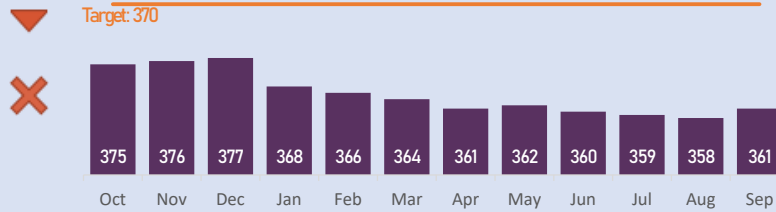


## HEADLINE FIGURES

Number of children in care on the last day of March

# 361

Target: below 394



## Staffing

	Establishment	Average Caseload	Change	Performance
Family Safeguarding Qualified social workers	32.5	16	▲	-
Children in Care Qualified social workers	14	21	▲	-
Leaving Care Personal Advisors	8	23	▲	-
Independent Reviewing Officers	9	67	▲	-

## Legal status of children in care

Full care order, 220

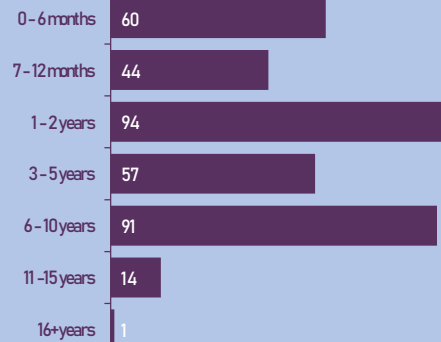
Freed adoption / placement order, 49

Interim care order, 45

Voluntary agreement, 45

Other, 2

## Length of time children have been in care



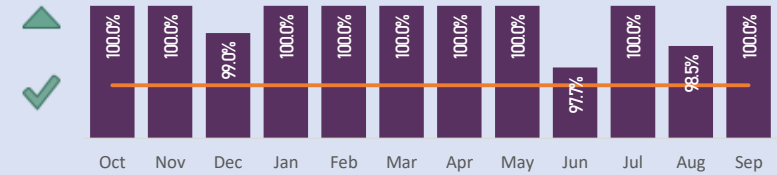
**Key** Change since previous month: ▲ Improved, ▼ Deteriorated  
 Performance against target: ✓ Strong, ✗ Poor, ! Acceptable, □ Stayed the same

## SERVICE STANDARDS

% of child in care reviews which were held on time (year to date, and during each month)

# 99%

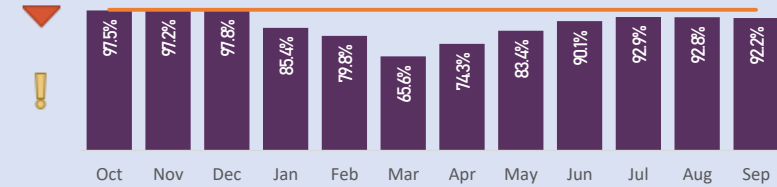
Target: above 97%



% of child in care statutory visits which were carried out on time (year to date, and during each month)

# 92.2%

Target: above 98%

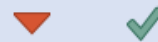


## PLACEMENTS

Placement stability

# 6.9%

Target: below 10.0%

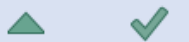


6.9% of children in Peterborough's care had 3 or more different placements in the last 12 months.

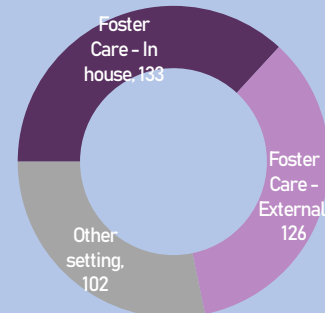
Out of those children who have been in care for over 2.5 years, 74.2% have been in their current placement for two or more years.

# 74.2%

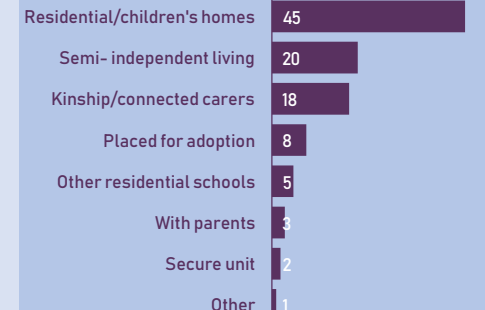
Target: above 68%



## Type of placement of children in care



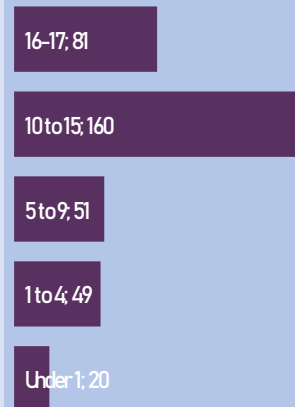
## Other settings: breakdown





## EDUCATION

### Children in care by age group



### % of school-aged children in care who have a PEP in place

100.0%

Target: above 98%

A Personal Education Plan (PEP) was in place for 216 out of 216 school-aged children who were in care for at least a month by the end of September.

83.7%

83.7% of Peterborough's children in care are taught in good or outstanding schools.

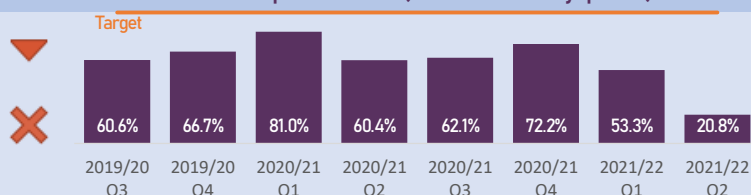
### % of school-aged children in care in good or outstanding schools

## HEALTH- SERVICE STANDARDS

### Children in care whose initial health assessment was completed on time (Year to date and by quarter)

38.9%

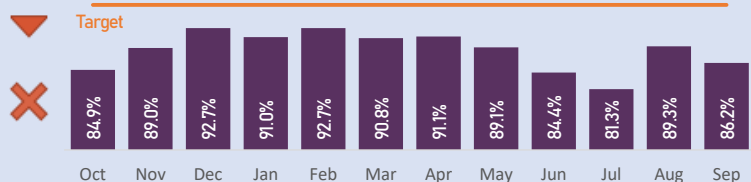
Target: above 95%



### Children in care whose annual health assessment was completed on time

86.2%

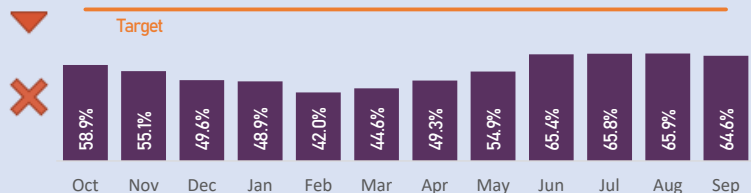
Target: above 93%



### Children in care whose annual dental examination was completed on time

64.6%

Target: above 93%



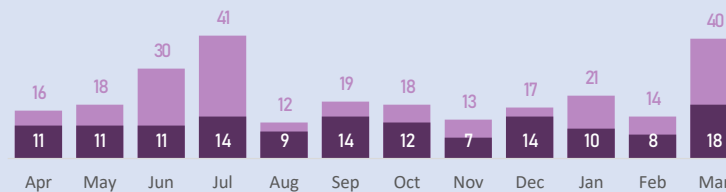
### Children in care who go missing (with number of episodes)

0

0

Episodes

Children

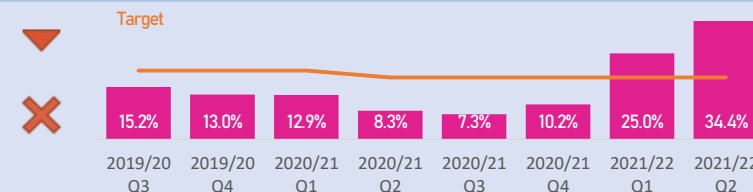


## ADOPTION

### % of children leaving care who are adopted (Year to date and by quarter)

30.0%

Target: above 18%



### Timeliness of adoption process

Time to placement

475

Target: below 426

For children adopted during the past 12 months, an average of 475 days passed between the child entering care and them moving into their adoptive placement. An average of 156.125 days passed between their placement order being granted and approval of a match with their adopters.

Time to match

156

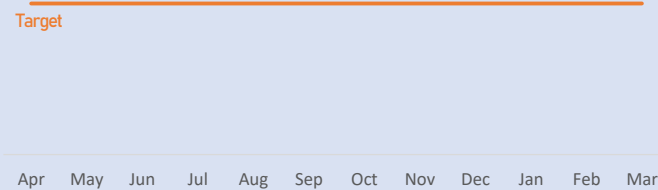
Target: below 120

## CARE LEAVERS

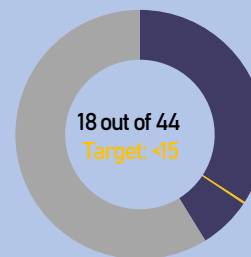
### Care Leavers who have a pathway plan in place

93.5%

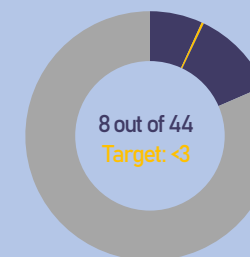
Target: above 95%



19 to 21 year old care leavers who are not in employment, education or training (NEET)



19 to 21 year old care leavers who live in unsuitable accommodation





<b>CORPORATE PARENTING COMMITTEE (FORMAL)</b>	<b>AGENDA ITEM No. 12</b>
<b>24 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of:	Executive Director People and Communities Cambridgeshire and Peterborough Councils	
Cabinet Member(s) responsible:	Councillor Lynne Ayres, Cabinet Member for Children's Services	
Contact Officer(s):	Nicola Curley, Assistant Director Children's Social Care Catherine York, Designated Nurse Children in Care	Tel:

## HEALTH ANNUAL REPORT

<b>RECOMMENDATIONS</b>	
<b>FROM: Assistant Director Children's Social Care</b>	<b>Deadline date: N/A</b>
<p>It is recommended that the Corporate Parenting Committee:</p> <ol style="list-style-type: none"> <li>1. Notes the content of the report</li> <li>2. Raise any queries with the lead officers</li> </ol>	

### 1. ORIGIN OF REPORT

- 1.1 This report is submitted to a formal Corporate Parenting Committee

### 2. PURPOSE AND REASON FOR REPORT

- 2.1 This report provides an update on the performance of Initial Health Assessments, Review Health Assessments and the Strength and Difficulties Questionnaire. The report provides an overview of the Clinical Commissioning Group's (CCG) activities to ensure robust monitoring and quality assurance systems are in place to meet the health needs of Peterborough's children in care.
- 2.2 This report is for the Corporate Parenting panel to consider under its terms of reference no: 2.4.3.6 (c) Promote the development of participation and ensure that the view of children and young people are regularly heard through the Corporate Parenting Committee to improve educational, health and social outcomes to raise aspiration and attainments.
- 2.3 This links to priority 4 of the Children in Care Pledge and Care Leavers Charter. Health issues of Children and young people in care

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>
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## **4. BACKGROUND AND KEY ISSUES**

### **Health Data Report Peterborough Corporate Parenting 1<sup>st</sup> April 2021 – 30<sup>th</sup> September 2021**

Cambridgeshire and Peterborough Clinical Commissioning Group commission the Children in Care Health Team, Cambridgeshire and Peterborough NHS Foundation Trust to have oversight of the health needs of our children in care via Initial and Review Health Assessments; this means that the doctors and nurses within the team undertake the health assessments, or ensure provision by a health service in another part of the country for those children and young people placed outside of Peterborough or the agreed 20 miles radius. The Designated Nurse and Doctor for Children in Care work with commissioners and providers across social care and health to ensure the provision, quality and timeliness of the required health services including statutory health assessments and completion of the Strengths and Difficulties Questionnaire.

#### **4.1 Health Assessments**

##### **Initial Health Assessments**

Initial Health Assessments (IHAs) for those aged 0-5 years continued to be face-to-face appointments throughout the pandemic, and from the beginning of June 2021 all other IHAs returned to face-to-face appointments. Virtual IHAs remain an option if the agreed criteria are met, but it is believed that this will be for a small number of young people.

#### 4.2 Initial Health Assessment Performance Data:

<b>Children and young people placed in Peterborough</b>			
<b>Month</b>	<b>Number of children new to care</b>	<b>IHAs completed within 20 working days of coming into care</b>	<b>Reason 20 working day target not being achieved</b>
<b>April 2021</b>	6	5	1 = late consent and referral. Young person old enough to consent at time of assessment, but referral not received by health
<b>May 2021</b>	8	8	
<b>June 2021</b>	6	6	
<b>July 2021</b>	11	4	7 = lack of paediatrician capacity caused by sickness
<b>August 2021</b>	5	2	1 = booked one day late due to carer being unavailable 1 = placement change 1 = booked to be seen 10 days late due to paediatrician capacity
<b>September 2021</b>	9	4	1 = placement change 1 = late consent and referral 3 = sibling group of 3 arranged arranged 3 days late due to paediatrician capacity to enable being seen together
<b>In area total</b>	<b>45</b>	<b>29</b>	
<b>In area percentage</b>	<b>100%</b>	<b>64%</b>	
<b>Children and young people placed outside of Peterborough</b>			
<b>April 2021</b>	1	0	1 = out of area team availability
<b>May 2021</b>	0	0	
<b>June 2021</b>	0	0	
<b>July 2021</b>	5	0	5 = out of area team availability.
<b>August 2021</b>	1	0	1 = out of area team availability
<b>September 2021</b>	2	1	1 = out of area team availability
<b>Overall totals</b>			
<b>Number</b>	55	30	
<b>Percentage</b>	100%	55%	

#### 4.3 Review Health Assessments

Review Health Assessments (RHAs) returned to face-to-face appointments in July, with children and young people attending their appointment at the City Care Centre. Virtual assessments can still be undertaken if the agreed criteria are met as this will offer a degree of flexibility in certain circumstances. For those who decline their consultation a questionnaire is provided which enables a Health Action Plan to be created (in line with the Pathway).

##### Review Health Assessment Performance Data:

<b>Children and young people placed in Peterborough</b>			
<b>Month</b>	<b>Number of RHAs due</b>	<b>RHAs completed within timescale</b>	<b>Reason timescale was not achieved</b>
<b>April 2021</b>	22	18	1 = carer availability 2 = did not attend first appointment 1 = declined initial appointment
<b>May 2021</b>	22	21	1 = carer availability
<b>June 2021</b>	28	27	1 = carer availability
<b>July 2021</b>	23	21	1 = administration error of the due date 1 = carer confusion of appointment
<b>August 2021</b>	12	12	
<b>September 2021</b>	26	23	3 = did not attend appointment: reasons given: unwell, at college
<b>In area total</b>	<b>133</b>	<b>122</b>	
<b>In area percentage</b>	<b>100%</b>	<b>92%</b>	
<b>Children and young people placed outside of Peterborough</b>			
<b>April 2021</b>	7	5	2 = out of area team availability
<b>May 2021</b>	10	9	1 = placement move
<b>June 2021</b>	7	5	2 = out of area team availability
<b>July 2021</b>	6	3	3 = out of area team availability
<b>August 2021</b>	2	2	
<b>September 2021</b>	15	7	8 = out of area team availability
<b>Overall totals</b>			
<b>Number</b>	<b>180</b>	<b>153</b>	
<b>Percentage</b>	<b>100%</b>	<b>85%</b>	

#### 4.4 Strength and Difficulties Questionnaires (SDQ)

The Strength and Difficulties Questionnaire, commonly known as the SDQ, is a short behavioural screening questionnaire. There are three versions of the SDQ: the parent/carers, the teacher, and the self-report scale (completed by 11–16-year-olds), which provide the potential for triangulation of information about a child across the different versions. These questionnaires are used alongside health assessments to support the assessment of emotional health and wellbeing. Scoring categories are: Low need (0-13), Some need (14-16) and High need (17-40).

The health team in Peterborough undertake the parent/carers SDQ process on behalf of Social Care; the performance of the parent/carers SDQ is what we report on. During the acute phase of the COVID-19 pandemic, performance of SDQ completion was negatively impacted, as there was not the opportunity for carers to complete the SDQ at the time of the face-to-face health assessment; this option is used in cases where the questionnaire emailed to the carer around 2-3 weeks prior to the assessment with a request for the carer to complete the questionnaire and return to the health team before the health assessment, had not been returned. This process is the same for children/young people placed in and out of Peterborough.

An SDQ Pathway was introduced at the end of May 2021, which includes health, social care and education colleagues in order to ensure a robust process is in place for all three types of questionnaires. Review of use and compliance of the pathway by the Health of Children in Care Partnership Group is scheduled for January 2022.

The table below, identifies the number and percentage of SDQs sent to carers as well as the number and percentage returned, as this helps show the gaps in foster carers completing and returning the questionnaire, an area that needs some improvement. With the return to face-to-face RHA appointments there is an opportunity for the carer to complete the questionnaire at the time of the appointment, which in turn should show an improvement in performance over the second half of the year.

**SDQ Completion Rate 1<sup>st</sup> April 2021 – 30<sup>th</sup> September 2021:**

Month	Number of questionnaires sent to carers by the Health Team	Percentage of questionnaires sent to carers by the Health Team	Number of completed questionnaires returned by carers	Percentage of completed questionnaires returned by carers
April 2021	34	100%	19	56%
May 2021	21	100%	13	62%
June 2021	32	100%	16	50%
July 2021	25	100%	11	44%
August 2021	22	100%	13	59%
September 2021	21	100%	14	67%
<b>Overall Totals</b>	<b>155</b>	<b>100%</b>	<b>86</b>	<b>55%</b>
The percentage of questionnaires sent to carers is always 100% as questionnaires are sent for all children aged 4-16 years (inclusive) but excludes those for whom the questionnaire is not appropriate such as children/young people with disabilities.				
<b>April 2020 – March 2021</b> performance was 49% for completed questionnaires returned by carers.				

**5. CONSULTATION**

N/A

**6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 To improve health and well-being, and health outcomes for children in care by ensuring adequate assessment of health and suitable health provision; addressing areas where there may be a lack of provision or improvements required.

**7. REASON FOR THE RECOMMENDATION**

- 7.1 Corporate Parenting Committee have requested a health update at all formal committees.

**8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 N/A

**9. IMPLICATIONS**

**Financial Implications**

- 9.1 N/A

**Legal Implications**

9.2 N/A

**Equalities Implications**

9.3 N/A

**Other Implications**

9.4 This report supports the health needs of Children in Care and Care Leavers with the service supporting them to live a healthy lifestyle and ensure they are offered regular health checks and support to attend these.

**10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 None

**11. APPENDICES**

**CORPORATE PARENTING COMMITTEE WORK PROGRAMME 2021/2022**

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<b>16 June 2021 Informal</b>	<b>Theme:</b> Placement	
	<b>Part 1</b>	
<b>Priority</b>	<b>Topic</b>	<b>Contact Officer</b>
2. Effective care planning	Update from Children in Care Council (CiCC) b) To encourage those children & Young people to express their views, wishes & feelings c) To take account of the views, wishes & feelings of those children & young people	CiCC
2. Effective care planning	You Asked We Did b) To encourage those children & Young people to express their views, wishes & feelings c) To take account of the views, wishes & feelings of those children & young people	Shalina Chandoo/ Sika Smith
Priorities 2 - 6	Draft Work Programme and Review of Work in 2020 - 2021	Karen Dunleavy/Nicola Curley/Myra O'Farrell
Priorities 2 - 6	Role of Champion Members d) to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners	Karen Dunleavy/Nicola Curley/Myra O'Farrell
Priorities 2 - 6	<b>Part 2</b>	
Priorities 2 - 6	Case Study – placement stability	Myra O'Farrell
Priorities 2 - 6	Members Issues	All Members
Priorities 2 - 6	Performance Report Circulated as a Briefing note. Any issues can be raised in the Members Issues section of the agenda.	For Information

<b>21 July 2021 (Formal)</b>	<b>Theme:</b> Placement	
<b>Priority</b>	<b>Topic</b>	<b>Contact Officer</b>
2. Effective Care Planning	Update from Foster Carers and Youth Voice Coordinator for CICC d) to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners	Foster Carers/Shalina Chandoo/ Marya Ali
Priorities 2 - 6	Appointment of Champion Members d) to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners	
	Annual Fostering Service Report and Annual Adoption report	Fiona Van Den Hout/Ricky Cooper
2. Effective care planning	Annual IRO Report 2020 - 2021	Marie Saunders
	Members Issues	
	Performance Reports: <ul style="list-style-type: none"> <li>• Placements of Children in Care</li> <li>• Scorecard</li> <li>• Health Report</li> </ul>	Nicola Curley/Myra O'Farrell Catherine York
	Draft Work Programme 2021 – 2022 and Review of Work in 2020 - 2021	Karen Dunleavy/Nicola Curley/Myra O'Farrell

<b>22 September 2021 (Informal)</b>	<b>Theme:</b> Education	
<b>Priority</b>	<b>Topic</b>	<b>Contact Officer</b>
	<b>Part 1</b>	
2. Effective care planning	Update from Children in Care Council (CiCC) b) To encourage those children & Young people to express their views, wishes & feelings c) To take account of the views, wishes & feelings of those children & young people	Children in Care
2. Effective care planning	You Asked We Did b) To encourage those children & Young people to express their views, wishes & feelings c) To take account of the views, wishes & feelings of those children & young people	Shalina Chandoo/ Sika Smith
	Update from Corporate Parenting Champions	Corporate Parenting Champion
Priorities 2 - 6	<b>Part 2</b>	



Priorities 2 - 6	Case Study: Virtual School	Dee Glover
Priorities 2 - 6	Members Issues	All Members
Priorities 2 - 6	Work Programme	
Priorities 2 - 6	Performance Report Circulated as a Briefing note. Any issues can be raised in the Members Issues section of the agenda.	For Information

<b>24 November 2021 (Formal)</b>	<b>Theme:</b> Education	
<b>Priority</b>	<b>Topic</b>	<b>Contact Officer</b>
2. Effective care planning	Update from Foster Carers and Youth Voice Coordinator for CICC d) to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners	Foster Carers/Shalina Chandoo/ Marya Ali
	Virtual School report	Dee Glover
	Members Issues	
	Performance Reports: <ul style="list-style-type: none"> <li>• Placements of Children in Care</li> <li>• Scorecard</li> <li>• Health Report</li> </ul>	Nicola Curley/Myra O'Farrell Catherine York
	Annual Corporate Parenting Committee Report to Children and Education Scrutiny Committee	Nicola Curley/Myra O'Farrell
	Work Programme	Karen Dunleavy/Nicola Curley/Myra O'Farrell

<b>19 January 2022 Informal</b>	<b>Theme:</b> Health	
	<b>Part 1</b>	
<b>Priority</b>	<b>Topic</b>	<b>Contact Officer</b>
2. Effective care planning	Update from Children in Care Council (CiCC) b) To encourage those children & Young people to express their views, wishes & feelings c) To take account of the views, wishes & feelings of those children & young people	CICC

2. Effective care planning	You Asked We Did b) To encourage those children & Young people to express their views, wishes & feelings c) To take account of the views, wishes & feelings of those children & young people	Shalina Chandoo/ Sika Smith
	Update from Corporate Parenting Champions	Corporate Parenting Champion
Priorities 2 - 6	<b>Part 2</b>	
Priorities 2 - 6	Case Study – SDQ	Catherine York
Priorities 2 - 6	Members Issues	All Members
Priorities 2 - 6	Performance Report Circulated as a Briefing note. Any issues can be raised in the Members Issues section of the agenda.	For Information

<b>16 March 2022 (Formal)</b>	<b>Theme:</b> Health	
<b>Priority</b>	<b>Topic</b>	<b>Contact Officer</b>
2. Effective care planning	Update from Foster Carers and Youth Voice Coordinator for CICC d) to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners	Foster Carers/Shalina Chandoo/ Marya Ali
	Annual Health Report	Catherine York
	Members Issues	
	Performance Reports: <ul style="list-style-type: none"> <li>● Placements of Children in Care</li> <li>● Scorecard</li> <li>● Health Report -</li> </ul>	Nicola Curley/Myra O'Farrell Catherine York
	Work Programme	Karen Dunleavy/Nicola Curley/Myra O'Farrell